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ABSTRACT

This document, which is intended as the companion to a two-volume study of European trends in the development of occupations and qualifications, contains reference materials to assist policymakers and practitioners in accessing research findings and formulations on key issues of training and development. The document begins with an overview of the study of European trends in the development of occupations and qualifications as reported and discussed in the two companion volumes. Presented next is a working glossary that contains the most important terms related to the following areas: (1) knowledge and learning; (2) competencies, qualifications, and skills; (3) basic skills and key/core competencies and qualifications; (4) recognition and validation of competencies; and (5) anticipation, forecasting, and trends in occupations and qualifications. An annotated bibliography of 181 publications on the subject of development of occupations and qualifications is presented. The bibliography includes publications in English, Danish, Finnish, French, German, Portuguese, Spanish, and Swedish. A wide variety of documents are annotated, including reports of research studies, trend analyses developed in the public and private sectors, monographs, literature reviews, annual reports, and program descriptions. An index of key terms used in volumes I and II and a list of 37 abbreviations conclude the document. (MN)

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European trends in the development of occupations and qualifications

Volume III

Author: Burkart Sellin

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Preface

The question of the development of occupations and qualifications affects everybody, but in particular those with responsibilities in the context of the development of education and training policy. This is the case both in Member States and in regions within them, in the organisations of the social partners, and in the relevant EU institutions: the European Parliament, the European Council and European Commission, the Economic and Social Committee, and the Committee of the Regions.

In the past few decades, education and training have acquired high status in the countries of Europe. In particular, in the wake of the structural change in the world of work and in trade and industry, in the wake of internationalisation and globalisation, and in view of the increasing penetration of 'technology' into social and cultural life, the structures of and courses offered by training and further training are playing an increasingly important part.

Earlier rigidities, which still characterise education and training systems all too often today, are now being called increasingly into question as a result of this technological penetration:

The separation between education and training, technical/practical training and theoretical/academic education, application-oriented training and technical training with an academic basis, etc., is increasingly being overtaken by this trend.

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The time when work was rigidly divided into executive and conceptual, intellectual and practical workers, intellectual and technical intelligence, would appear to be over. The division into 'two cultures', one based on the humanities and one on science and technology, which had already appeared to be artificially maintained, is now beginning to waver. In industry and in the field of personal services, routine work, assembly line work and purely auxiliary activities have in many cases become obsolete in the EU with the aid of technology and of the new forms of work organisation it makes possible. As a result of extensive capital investment, the jobs of blue- and white-collar workers with minimal qualifications have been replaced to a significant extent by machines. Since the mid-1960s, many of the more demanding jobs of qualified skilled workers and craftsmen have also been performed automatically by machines, robots, flexible production systems, etc.

Since the start of the 1980s, with the increasing dissemination of computer applications and the construction and expansion of new information and communications systems, i.e. with the emergence of the information society, a new stage of development now appears to have been reached. Even intellectual work, the work of architects, artists and designers, mathematicians and physicists, journalists and publicists, lawyers and economics experts, is in principle becoming accessible and permanently available to all men and women. Many people can teach themselves the necessary skills via relatively simple programs and can learn the relevant computer applications. In other words, the sum of knowledge and the sum of human skills and capacities with reference to the current state of the art will very soon be available everywhere, at all times.

Admittedly, this new stage of development has only just begun. However, it is already becoming apparent that a large proportion of the knowledge and skills of highly-qualified professionals has now begun making its way into 'machines', and that there is a tendency for them to be similarly threatened by rationalisations, as is already largely the case, with their help, with blue- and white-collar workers with lower-level qualifications.

Meanwhile, less of a change is apparent in the unequal distribution of opportunities as regards access to education, training and employment, based on social and geographical characteristics and origins. Similarly, children and young people whose parents are blue- or white-collar workers with minimal qualifications still have different opportunities in terms of advancement, participation and employment.

On the basis of expert scientific analyses and conclusions, this publication will concentrate on concrete trends and the associated challenges, which are currently arising and are set to continue in the medium term, against this background. Its aim is to provide suggestions for necessary and desirable developments in programmes of education and training/further training, and to explain the institutional structures that are required in order to progress developments proactively, in a way that is realistic in both social and economic terms.

The decisive trends in the development of occupations and qualifications described in Volumes I and II of this reference publication appear to be obvious. It is time to draw the necessary conclusion from them in terms of policy and practice. In February the

European Parliament adopted a resolution on the creation of jobs with future prospects[1], which makes it clear that there is genuine awareness of the necessary consequences for policy, but that there still appears to be a major deficit in terms of implementation. The chapter on employment in the Treaty of Amsterdam and the national employment plans submitted by governments with a view to combating unemployment also underline this point.

Science and research, which will be dealt with in Volume II in particular, have made crucial progress in the past few years. Labour market and occupational research and research into education and training have now obtained a rich store of knowledge. This will now be brought together at European level and made available to a wider public, the first time this subject has been covered in such a comprehensive way.

The three volumes now presented continue CEDEFOP's endeavours to make available to policy-makers and practitioners research findings and formulations on key issues of training and its development. This was done with the publication of CEDEFOP's first report on research into and development of training 'Training for a changing society', in 1998, which covered a vast range of topics.

Volume I of the current publication summarises, in a convenient form, important findings of relevance to policy and practice. In CEDEFOP's view, they are of fundamental importance to the development of training and further training in Europe in the next few years, against the background of the research it has carried out and the findings it has obtained over the past few years, and particularly in the context of the thematic network with the same title[2].

As many of the contributions make clear, Europe is not as varied as it is always made out to be. In some cases, the regional and sectoral differences and the differences between particular occupational groups and training stages are greater within a particular country than are the differences between countries, e.g. in comparable regions and sectors or occupational groups. The most significant trends are largely comparable in terms of their key features. Despite continuing cultural differences within the EU, the value systems with regard to education and occupations also appear to be tending to become more similar. The dissemination of information and the increasing speed of communications know no bounds and are leading to increased agreement and improved understanding across language barriers.

A common European training and qualification area is coming into being in parallel to a common labour market. Today's young people have a far more positive attitude to geographical mobility in Europe than did the preceding generation, particularly if they are well qualified or aiming to achieve higher qualifications.

The authors of the expert contributions to Volume II were commissioned by CEDEFOP to provide brief summaries of the most significant results of their research.

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[1] Cf. European Parliament (1999): *Resolution on jobs of the future in Europe*, adopted on 9.2.99 on the basis of the report by Thomas Mann MEP.

[2] Circle for research cooperation on 'European Trends in Occupations and Qualifications', Ciretoq.

Volume II takes the form of a scientific manual. The recommendations included in the two volumes are not necessarily all on the same level, but complement one another and should be regarded in this light. While in Volume I general conclusions are drawn and relatively abstract recommendations made, essentially on the basis of the expert knowledge compiled in Volume II, the majority of the expert recommendations in Volume II are more in-depth and develop their conclusions on the basis of concrete research issues, some of them comparative and some geared to a specific country. This is done with the aid of appropriate quantitative and qualitative methods, which are also of significance for the interests of specific sectors and occupational groups. Naturally it is up to readers to draw their own conclusions for local policy and practice.

This publication could not have been produced without the cooperation of many researchers and experts from the Member States, and in particular of those involved in CEDEFOP's thematic network on trends in the development of occupations and qualifications. CEDEFOP has derived great benefit from their expertise and their direct or indirect contributions, and we should thus like to express our particular thanks to them here.

We should also like to thank our colleagues in the relevant departments of the European Commission and at Eurostat for their support. Thanks are due to CEDEFOP's documentation staff, translators, experts and Secretariat and the many others who have been involved in the production of this document.

Johan van Rens, Director

Stavros Stavrou, Deputy Director

Introduction (Volume III)

To supplement Volumes I and II, and to assist readers, this volume contains certain technical and specialist information:

1. A working glossary containing the most important terms concerning occupations, skills, qualifications and recognition and transparency of certificates and diplomas, etc., drawn up under the auspices of the CEDEFOP terminology department. This glossary is intended to support the transnational and European debate between the actors on relevant themes.

2. An annotated bibliography of publications on the subject of the development of occupations and qualifications, compiled by the CEDEFOP documentation department on the basis of its bibliographical database. It is intended to assist researchers and people in the field to conduct further research.

3. An index of the terms used in Volumes I and II. It is intended to make it easier to consult the two volumes with reference to particular key terms.

4. Finally, a list of abbreviations has been included.

We trust that this third volume will round off the work as a whole and form a sound basis for further work in this field, which is likely to keep policy makers concerned with vocational training and the labour market occupied for some time to come.

Burkart Sellin, March 1999

Glossary of terms on qualifications and competencies, accreditation and validation, knowledge and learning, forecasting, anticipation and occupational trends analysis

Introduction

Concepts are social constructs which always reflect a certain language, a certain culture and a certain level of knowledge and experience. At the same time, concepts shape our comprehension of the world and influence what we see and what we don't see. It is important to keep this point of view in mind when approaching the concepts presented in this glossary, all of which deal with learning and the products of learning, and to monitor developments and forecasting in education and on the labour market .

Firstly, if we agree that concepts are social constructs, a search for objective concepts will be misleading and futile. In this specific case, where we are dealing with concepts intrinsically linked to social action, and thus to constant interpretation, this is even more apparent. A concept is supposed to express "the idea underlying the class of things". As the idea of learning is clearly something which varies according to time, culture and context, the purpose of a glossary must be to illustrate these variations and take up the challenges they create. Secondly, due to their influence on the way we perceive the world - positively or negatively- a systematic elaboration of the dominating as well as challenging ideas may be of importance.

This glossary is divided into five parts:

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1. General terms linked to knowledge and learning	3
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The basic concepts defined below are perceived as potential obstacles to effective communication between the participants in the project and the network. The aim of this short glossary is to propose definitions whose scope can be generally accepted, irrespective of the various national or regional contexts. *We are fully aware that the choices made here are open to discussion; it is not possible to propose universally accepted definitions of key concepts such as* competence, qualification *or* skill. We would welcome remarks and suggestions on its content. Please submit your

proposals for alternative or new terms to CEDEFOP's Translation/Terminology Dept (Tel. (30-31) 490 110; Fax (30-31) 490 030; E-mail: pht@cedefop.gr)

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Philippe Tissot, *CEDEFOP Translation/Terminology Dept*

I. Defining knowledge and learning

Introduction

Knowledge

In this glossary, knowledge is used as a general point of departure. It is important to emphasise the heterogeneous character of human knowledge. Knowledge is not only about what is true and false (in nature), it is also about what is right and wrong (in society, among humans) and what is authentic or not (in art etc.). This implies that the criteria used in order to judge knowledge will vary. The definitions proposed also underline that the expressions of knowledge will vary. They can be explicit through speech or writing, but they can also be implicit or tacit. The concepts of competence, qualification and skill (see part II, below) may be understood as different ways of expressing how knowledge is linked to a social context, for example education, work, etc.

Learning

Learning is commonly perceived as a cumulative process by which individuals acquire and internalise units of knowledge (see def. 1 below). Following this perception, definitions of learning frequently focus on the processes linked to individual encoding, storage and retrieval of knowledge. This approach is increasingly challenged by conceiving learning (see def. 2 below) as a social practice or, as Lave (1998) formulates it, as changing participation in changing practices. This perception emphasises the importance of the learning context. Professional learning, to provide an example, is not only a question of internalising abstract units of knowledge, it is also about the forming of a social identity, through participation in a professional context. While the former approach tends to reduce learning to a mental process, the latter underlines the intrinsic relationship between subject and society , between individual and context.

N.B.: In this chapter, several definitions are proposed for the terms *explicit knowledge* and *tacit knowledge*. These definitions are open to discussion. Don't hesitate to submit any comments you may have.

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Knowledge

Definitions of knowledge are legion; nevertheless, modern conceptions of knowledge rest broadly on a number of basic distinctions:

1. Aristotle distinguished between theoretical and practical logics. In line with this distinction, modern theoreticians (Alexander et al., 1991) distinguish *declarative (*theoretical*)* knowledge from *procedural* (practical) knowledge. *Declarative knowledge* includes assertions about specific events, facts and empirical generalizations, as well as deeper principles about the nature of reality. *Procedural knowledge* includes heuristics, methods, plans, practices, procedures, routines, strategies, tactics, techniques and tricks (Ohlsson in The International Encyclopaedia of Education, Oxford 1994).

2. It is possible to differentiate various forms of knowledge which represent *different ways of learning about the world*: various attempts have been made to compile such lists, the following categories seem to be frequently represented:

   - *objective* (natural/scientific) knowledge, judged on the basis of certainty
   - *subjective* (literary/aesthetic) knowledge judged on the basis of authenticity
   - *moral* (human/normative) knowledge judged on the basis of collective acceptance (right/wrong)
   - *religious/divine* knowledge judged on the basis of reference to a divine authority (God).

This basic understanding of knowledge underpins the questions we ask, the methodologies we use and the answers we give in our search for knowledge.

1. Knowledge encompasses *tacit* and *explicit* knowledge. Tacit knowledge (Polanyi, 1966) is knowledge that the learner possesses which influences cognitive processing but that he does not necessarily express and/or is not aware of. Explicit knowledge is knowledge a learner can consciously inspect, including tacit knowledge that converts into an explicit form by becoming an 'object of thought' (Prawat 1989).

Comment: (Def. 1.) *Declarative knowledge* is descriptive; since it is independent of particular goals or situations, it can be applied in any context in which it might be useful: it is conscious and reportable; procedural knowledge may be implicit (that is tacit and not

reportable). In the field of vocational training, the scope of knowledge covers all the basic and technical skills and/or information an individual must master in order to perform a task properly (AFPA).

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explicit knowledge

The consciously accessible knowledge that can be verbalised or expressed in some other ways (through actions or avoidance of actions);

or

Knowledge about the object or phenomenon that is being focused on (focal knowledge).

Comments: The distinction between *tacit* knowledge and *explicit* knowledge has sometimes been expressed in terms of 'knowing-how' and 'knowing-that', respectively (Ryle, 1984) or in terms of a corresponding distinction between embodied knowledge and theoretical knowledge. Explicit knowledge is formal and systematic.

DE: explicit knowledge

FR: savoir explicite

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tacit knowledge

1. The knowledge learned in an explicit mode which is made 'tacit' when practised (i.e. use of a tool).

2. Knowledge acquired by using analogies, vivid elaboration, etc. (i. e. recognising someone in the street).

3. Any practical or theoretical knowledge that results from a familiarity with a form of life (Johannessen, 1988);

or

The type of knowledge possessed that people who have immersed themselves in a subject so deeply that they appear to understand aspects of it implicitly as well as explicitly (XXI);

or

The knowledge that enters into the production of behaviours and/or the constitution of mental states but is not ordinarily accessible to consciousness (Dictionary of Philosophy of Mind);

or

The knowledge used as a tool to handle or improve what is being

	focused on. ***Comments***: The expression 'tacit knowledge' was introduced by Polanyi. **DE**: tacit knowledge **FR**: savoir tacite
learning	This term tends to be used primarily in two ways: 1. A cumulative process where individuals gradually internalise more and more complex and abstract entities, e.g. concepts, categories, patterns of behaviour or models (Lave, 1997); 2. Any more or less permanent change in behaviour as a result of experience, which generates new knowledge / Individuals' moving, changing participation across the multiple contexts of their daily lives. ***Comments***: 'Learning is much more an evolutionary, sense-making, experiential process of development than a process of simple acquisition' (Brown, 1990 in Int. Enc. of Ed.). Def. 1 reflects school learning whereas Def. 2 corresponds to a social process of adaptation of individuals to changing environment. **DE**: Lernen **FR**: apprentissage
informal learning	Learning acquired accidentally or resulting from life experience or activities. ***Comments***: *Informal learning* is distinguished from *non-formal learning* (see def. below), which refers to learning acquired in the context of an occupation or during a training action that was not officially recognised. *Related terms*: learning by experience/experiential learning **DE**: informelles Lernen **FR**: apprentissage informel
non-formal learning	Knowledge, skills, know-how, competence, etc. acquired in less formal learning environments (e.g. by interaction, on the job, Open

	or Distance Learning), but which does not necessarily lead to formal certification (European Commission, 1998). ***Comments***: In the literature, *non-formal learning* often encompasses what is defined above as *informal learning*. Nevertheless, non-formal learning also includes the planned and explicit approaches to learning introduced in work organisations, etc., but which does not lead to formal certification. **DE**: nicht formelles Lernen **FR**: apprentissage non-formel
learning-by-doing	Learning acquired by repeated practice of a task, but without instruction. **DE**: learning-by-doing / Praxislernen **FR**: apprentissage par la pratique
learning-by-using	Learning acquired by repeated use of tools or facilities, but without instruction. **DE**: learning-by-using? **FR**: apprentissage par l'utilisation
learning-by-experience/ experiential learning	*See informal learning.*

II. Defining competence, qualification and skill

Introduction

The scope of basic concepts such as *skill, qualification* and *competence* is not always clear. In English for example, the term *skill* is used:

- either to describe the capacity of an individual to perform a given task (narrow acceptation); or
- to indicate his/her level of expertise (broad acceptation).

In order to avoid confusion in the use of these terms (and their translation), we propose to adopt a ***common language*** by limiting the scope of these three terms following a three-tier hierarchy in which :

1) the scope of *skill* is limited to a job-related approach, including both acquired capabilities/forms of knowledge and abilities required by a specific job or task;
2) the scope of *qualification* is broader and may include entry requirements for a job and/or official recognition of formal education or training;
3) the concept of *competence* is more comprehensive and encompasses the actual capacity of an individual to use acquired abilities/knowledge and/or aptitudes in usual or changing occupational situations. In the literature, the increasing use of *competence* (instead of *qualification*) reflects the attempt to legitimise the active participation of individuals in mastering or orientating usual or changing situations.

Skill

The relevant knowledge and experience needed to perform a specific task or job and/or the product of education, training and experience which, together with relevant know-how, is the characteristic of technical knowledge.

Comment: The notion of skill is sometimes ill defined. It refers to (and partly overlaps with) other basic concepts such as competence, qualification and knowledge. The imprecise scope of this concept makes its translation into other languages anything but easy (in French: qualifications? Savoir-faire professionnel? Aptitudes? Capacités? ; in German : Berufliche Fertigkeiten? Sachkenntnisse?) ⇒ see the definition of *qualification* and *competence*.

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DE: Spezifische bzw. berufliche Fähigkeiten

und/oder Fach-/Sachkenntnisse

FR: savoir-faire professionnel / capacités

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qualification

1. The requirements for an individual to enter, or progress within an occupation, and/or

2. An official record (certificate, diploma) of achievement which recognises successful completion of education or training, or satisfactory performance in a test or examination.

Comment: The concept of qualification varies from one country to another. Def. 1 corresponds to the acceptation used in Scandinavian countries. Def. 2 corresponds to the meaning referred to in France, Greece and the UK; it may also express the formal aspect of a recognised formal training measure (within the system of education) or the ability - formally defined in work contracts or collective agreements - to do a certain job or meet the requirements of the workplace. In Germany, the term *Qualifikation* tends to refer to the individual level of education/training or the ability to cope with occupational challenges.

DE: Qualifikation

FR: qualification

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competence

The 'proven/demonstrated' - and individual - capacity to use know-how, skills, qualifications or knowledge in order to meet the usual - and changing - occupational situations and requirements.

Comment: the notion of competence may include formal qualification as well as elements such as the capacity to transfer skills and knowledge in a new occupational situation, or capacity to innovate. The level - or kind - of competence may be assessed by evaluating the individual's ability to use his/her skills. Competences can be *subject-specific* (or technical, for example the control of computerised processes), *methodological* (ability to think and decide, capacity to innovate), or *social* (language and communication skills, teamwork).

DE: Kompetenz

FR: compétence

III. Defining basic skills, key/core skills/competencies/qualifications

Introduction

As stated above in II., the scope of basic concepts such as *competence*, *qualification* and *skill* is not always well defined. Thus, the concepts of key/core/transversal competencies or qualifications partly overlap. A EUROTECNET survey conducted in 1991 in several Member States showed that even though these concepts were referred to by different names, **there is a general consensus about the essential nature of these competencies**. Key/core competencies include attitudes/motivation, skills, know-how and knowledge (i.e. data processing) that can be transferred from one work situation to another.

Key competencies prepare individuals to

- acquire new knowledge and adjust their own knowledge to new demands
- adjust their own knowledge and skills to the demands of 'learning organisations' and to contribute to emerging patterns of 'organisational learning'
- adjust themselves to changing career prospects and to enhance one's own mobility by means of lifelong learning.

The following list shows the different terms used in several Member States (European Commission, 1994):

France	*Compétences transversales* (crossing or transferable competencies)
UK	*Key/core skills*
Germany	*Schlüsselqualifikationen* ('key qualifications').

The validation of these competences is a key factor for the mobility of workers. In this regard, the European accreditation system, suggested by the European Commission (cf. White Paper), is an attempt to help individuals to assess their competences and their transferability to different occupational contexts.

N.B.: The content of *generic skills*, *transferable skills* and *key/core skills* partly overlaps because they are used in different contexts.

Basic skills — The skills needed to function in contemporary society, e.g. listening, speaking, reading, writing and mathematics (XXI).

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	Comments: Basic skills are sometimes interpreted in a broader way, also referred to as *generic skills* defined below. **DE**: Grundfertigkeiten / Basis-, Kernqualifikationen **FR**: aptitudes clés /qualifications clés
generic skills	The skills that support learning throughout life, including not only reading, writing and numeracy (basic skills), but also communication skills, problem solving skills, team-work skills, decision-making skills, creative thinking, computer skills and continuous learning skills (XXIX). ***Comments***: The scope of generic skills is broader than that of basic skills. **DE**: grundlegende Kompetenzen/...Fähigkeiten **FR**: compétences génériques
transferable skills	The skills individuals have which are relevant to jobs and occupations other than the ones they currently have, or have recently had (European Training Foundation). **DE**: Übertragbare Fertigkeiten / Transfer-Fähigkeiten **FR**: compétences transférables
key/core skills **Schlüsselqualifikationen/ Kernkompetenzen/Basis-kompetenzen/ Fach-übergreifende bzw. transversale Fähigkeiten** **compétences transversales**	The sets of skills which are complementary to basic and generic skills and which enable individuals • to facilitate acquisition of new qualifications; • to adapt to changing technological or organisational contexts; and/or • to achieve mobility on the labour market, including by means of career development ***Comment:*** In the official terminology of the UK, the concept of 'core skills' has recently been renamed 'key skills'; it includes communication, use of numbers, application of Information and Communication Technology (ICT), decision-making, team-working and improving self-learning. Constant change in the modern

economy requires a culture of 'organisational learning' in order to master more difficult situations, take more responsibility in adjusting to new patterns of work and to new forms of work organisation. The aspect of mobility (third point of the definition) can be seen either as a positive feature (flexibility) or as a negative development (due to job insecurity).

DE: Schlüsselqualifikationen

FR: compétences transversales

IV. Defining accreditation, certification, recognition and validation of competencies

Introduction

Competencies can be acquired in different ways (formal, non-formal, informal and/or experiential learning).

The process of **recognition of competencies** implies both:

- ***institutional recognition*** (de jure) leading to formal recognition of competencies by a national/regional - or sector - authority (granting equivalencies, credit units, certificates, or validating gained competencies) which guarantees that an individual has the knowledge and skill required for a particular occupational role.

- ***social/vocational recognition*** (de facto) facilitating professional guidance, job seeking, career development, or supporting vocational promotion. This form of recognition takes into account training-based competencies, alternance training. Social/vocational recognition facilitates the transferability of competencies in organisations (XXXI).

The recognition of competencies may be achieved by different means:

Identification of competencies

Competencies are identified through different procedures of **assessment**:

- Competencies acquired through ***formal learning*** are identified in the framework of assessment procedures leading to certification (i.e. awarding of a diploma or certificate).

- Competencies gained through ***non-formal*** or ***informal learning*** (i.e. experiential learning resulting from personal experience). Competence-based assessment can be carried out using different methodologies:

- **assessment in the workplace** aimed at locating the (new) competencies gained from occupational experience (by identifying the abilities of an individual to perform a set of tasks in their occupational environment);

- **(self-)assessment outside the workplace** aimed at evaluating technical, vocational, organisational and interpersonal/behavioural competencies (i.e. through advisors working in dedicated structures (see the French *Centres de bilan* performing *Bilans de compétence*) checking both personal skills and actual competencies);

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The validation of these non-formal/informal competencies can be taken into account (by way of credit units, etc.) in the framework of a training action.

Accreditation

Accreditation describes:

- The process of granting accredited status to a training institution or to a training action.

Furthermore, in the literature, the term accreditation may refer to:

- The process of assessing specific competencies gained in the framework of modular learning actions; In its White Paper 'Teaching and learning - Towards the learning society', the European Commission proposed a scheme of accreditation of competencies aimed at awarding a formal value to the ability of individuals to perform a set of tasks, irrespective of the occupational context in which these tasks can be carried out (XXXIV);

In addition, ***accreditation of prior learning*** describes:

- The process of recognising competencies acquired through non-formal/informal learning.

Certification

Certification describes the process of awarding an official status to diplomas or certificates - or to any training action - in order to give a formal value to the competencies of an individual.

Validation

The term validation describes a flexible process aimed at awarding a formal status/recognition to the following competences:

- either partial skills and/or knowledge units acquired outside the training system (cf. White Paper 'Teaching and learning - towards the learning society');
- or, more generally, prior (*non-formal/informal)* learning resulting from occupational or personal experience.

The analysis of the literature sometimes reveals ambiguities in the choice of these terms (see accreditation).

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Assessment	The evaluation and control of training (or a competence) and/or its results, which does not necessarily imply a formal, official approval (XXXII). ***Comments***: Assessment is a form of judgement that may concern either the student or the trainer/teacher, but also the training methods (XXXII), (assessment of training methods is sometimes referred to as evaluation). **DE**: Bewertung, Evaluation **FR**: évaluation
accreditation	1. The process of granting accredited status to a training organisation and/or to training; 2. Furthermore, *accreditation of prior learning* describes the process of recognising competences acquired through non-formal or informal (e.g. work-based) learning. ***Comments***: Def. 1 is the most frequently used acceptation. Def. 2 aims at recognising all the competencies of the individual. Accreditation may lead to certification. **DE**: 1) Staatliche Anerkennung; 2) Anerkennung früher erworbener Kenntnisse **FR**: 1) homologation; reconnaissance des établissements 2) accréditation des acquis antérieurs
certification	Certification is official and 'formal' confirmation of acquired knowledge or qualifications, a ratification of success acquired in a training course or exam. It is a 'formal' act of social, administrative or legal confirmation, thus having force of ratification (OECD) (XXXII) ***Comments***: Certification, in the form of a certificate or diploma, is an instrument with real social and economic power. It gives the individual a means of action protected by law which may have a high market value. Certification enhances the transparency of qualifications by granting a formal value to competencies gained in the workplace. **DE**: Vergabe eines Abschlußzeugnisses (EET) / Zertifizierung **FR**: certification/délivrance d'un certificat ou diplôme

validation	The process of checking/attesting the level of qualification reached at the end of training. ***Comments***: validation of competencies, carried out by an independent body, can lead to formal (or partial) qualification. **DE**: Validierung **FR**: validation; homologation
recognition	1. The process of granting official status to formal training (by awarding certificates) or to informally acquired competencies (by granting equivalencies, credit units, validation of gained competencies); ***or*** 1. The acknowledgement of the value of competencies by economic and social stakeholders. ***Comments***: Def. 1 corresponds to a formal recognition whereas Def. 2 tends to reflect social recognition. **DE**: Anerkennung (von Bildungsabschlüssen / von erworbenen Kompetenzen) **FR**: reconnaissance (des qualifications)

career/occupational prospects/trajectories	The professional/occupational perspectives an individual is offered (in terms of employability, training, mobility, career development) according to his/her qualification, experience and aptitudes. **DE**: Karriereaussichten / Berufsverläufe / Berufsperspektiven **FR**: perspectives de carrière
skills' anticipation /anticipation of skill needs	In the context of vocational training: orienting the education and training system on the basis of forecasts and analysis of skill needs in order to meet future qualification and occupation requirements. ***Comments***: the objective of anticipation is to forecast how jobs will develop and how CVT courses can support this by developing the appropriate qualifications and training provisions. Cooperation involves different actors at sectoral, local, national and international level as well as public and private administrations. **DE**: Antizipation des Qualifikationsbedarfs **FR**: anticipation (des qualifications)
forecasting / predicting human resources developments	In the context of VET, forecasting consists of predicting the changes (including structural) in the labour market (manpower supply and demand, sectoral development or attitude changes) in order to adapt curriculum development and education and training provisions. **DE**: Prognose des Berufsbedarf, Vorhersage… **FR**: prévisions des besoins en ressources humaines ***Comments***: the objective of forecasting is to anticipate how occupations and professions will evolve and to how CVT/VET courses can support this by developing the appropriate qualifications; forecasting is carried out with the objective of providing information on the impact of labour market changes on vocational education and training **DE**: Vorhersage **FR**: prévision
projection	A protraction in the future of a past trend, in accordance with

	assumptions of extrapolation or deviation. ***Comments:*** If the assumptions under which the projection is made hold true, then the indicated trend will take place. The approaches used are empirical and are based on any explicit formulation of how labour market function. Projections are not forecasts unless they involve a probability (Journal of European Industrial Training, 8/9-98). **DE**: Projektion **FR**: projection
skill deficits/shortages	1) Qualitative and quantitative shortages affecting the labour market; ***or*** 2) Individuals' deficits in skill/qualification. ***Comments:*** There are different types of skills shortages, and different ways of identifying and analysing them. At one level, skills shortages are the quantitative difference between the supply of people available for employment in particular occupations and the demand, i.e. labour shortages. **DE**: Qualifikationsdefizite **FR**: déficits de qualification
skill/occupational/job profile	The knowledge, skills and aptitudes required for exercising an occupation (VIII). ***Comments:*** **DE**: Qualifikationsprofil / Berufsprofil **FR**: profil professionnel/de qualification
skill needs	The type of qualification and skills (level and structure of training, volume of qualified manpower) required to match labour market demand. ***Comments:*** **DE**: Qualifikationsbedarf **FR**: besoins en qualification

skill trends	Trends affecting qualifications, including both qualitative (skill level, nature of skills such as decision-making) and quantitative elements. ***Comments:*** the measurement of skill trends is difficult because the total stock of skills cannot be quantified. The assessment of skill trends n (supply and demand) makes use of proxy indicators such as changes in the numbers of people in particular occupations. **DE**: Trends in der Qualifikationsentwicklung **FR**: tendances de qualification
trend(s) in occupations and qualifications	In the context of vocational training, lasting changes in the structure and development of both the labour market and the education/training system (needs and provisions in terms of skills, qualifications and competences, as well as their evolution). ***Comments:*** The term ''trend" generally refers to a long-term phenomenon that traces the pace and direction of developments over time. **DE**: Trends in Berufs- und Qualifikationsentwicklung **FR**: tendances dans la structure de l'emploi et des qualifications
vocational guidance/ orientation/information	The assessment of an individual's abilities and aptitudes followed by advice (and information) on matching these with appropriate education, training, occupations and long-term careers. *Comments*: vocational guidance is different from careers advice, which generally takes place during or at the end of an educational process. **DE:** Berufsberatung / -orientierung/ -information **FR:** (conseil en) orientation professionnelle

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ALBERTIJN M; HORGAN J
Leonardo da Vinci : vocational training - a precondition for technological and organisational change.
European Commission - DG XXII
Luxembourg: EUR-OP, 1998, 36 p.
ISBN: 92-828-2601-5, en
Availability: DG XXII B7-0/31 European Commission, rue de la Loi 200, B-1049 Brussels, Fax: 32-2-296.4259
EN

The main focus of this study is the role of vocational training and how it should position itself with regard to other factors such as technological and organisational change. Traditionally the principal role for vocational training is to track technological and organisational change and equip people with the necessary knowledge and skills to implement the innovatory applications emerging from those areas. Nevertheless, vocational training, in its own right, can have a crucial role in shaping the way in which technology is designed and implemented in the workplace and in society at large. The authors expose that this task can be carried out by developing individual and organisational competencies which will enable individuals and organsiations to anticipate the future and so contribute to building a society based on the three pillars of human competence, technological innovation and organisational effectiveness.

ALEX L
Entwicklung der Berufsausbildung in Deutschland.
Bundesinstitut für Berufsbildung, BIBB
Bielefeld: Bertelsmann, 1997, 75 p.
ISBN: 3-7639-0826-9
DE

The study describes changes in school-goer trends in general-education schools, addresses shifts in training needs in favour of service occupations and analyses the in-plant training supply. It also addresses the role of alternative school programms for training in service occupations. A sufficient training supply can only be achieved by expanding the dual system to include service occupations.
Die Studie zeigt die Veränderungen der Schülerströme in allgemeinbildenden Schulen, geht auf die Verschiebung der Ausbildungsplatznachfrage zugunsten der Dienstleistungsberufe ein und analysiert das betriebliche Ausbildungsplatzangebot. Es wird auf die Rolle alternativer schulischer Angebote für die Qualifizierung in Dienstleistungsberufen hingewiesen. Ein ausreichendes Angebot an Ausbildungsplätzen kann nur durch eine Öffnung der dualen Ausbildung zu Dienstleistungsberufen hin gewährleistet werden.

ALEX L; TESSARING M (Hg.)
Neue Qualifizierungs- und Beschäftigungsfelder: Dokumentation des BIBB/IAB-Workshops am 13/14 November 1995.
Bundesinstitut für Berufsbildung, BIBB
Bielefeld: Bertelsmann Verlag, 1996, 309p.
(Neue Qualifizierungs- und Beschäftigungsfelder)
ISBN: 3-7639-0705-X
DE

The purpose of this seminar was to take stock of the research hither to carried out by the two organising institutions, BIBB and IAB, in the area of new types of employment and their skill needs. There were four main areas for discussion : the educational and career path of those with informal qualifications and partial vocational qualifications; the value or not of trying to rigidly demarcate the services sectors

in today's employment scenario; finding a qualifications strategy which incorporates various employment situations; and new forms of employment (telework as well as different types of "so-called" self-employment). Among the interventions were papers on : how new occupations came about; developments and orientation of the services sector - especially in relation to traditional craft occupations; structural change at sectoral level, employment change according to occupational sector, the need for unqualified personnel, adapting qualifications to the needs of the economy; and examination of some "new" areas of employent.

Arbejdsmarkedsstyrelsen - Uddannelsesrådet for arbejdsmarkedsuddannelserne, AMS
Alment-faglige og personlige kvalifikationer i Arbejdsmarkedsuddannelserne.
[General occupational and personal qualifications in labour market training].
Copenhagen: AMS, 1997, 59 p.
Availability: AMS, Blegdamsvej 56, DK-2100 Copenhagen OE
DA

The issue of general and personal qualifications has become central in the debate about employees' qualifications and enterprise competitivness. It is perceived as a key factor in adapting the Danish labour market to the demands of the increasing globalisation. This report contains the findings of the Committee on general-occupational and personal qualifications within labour market training (AMU). The Committee outlines the trends at the Danish labour market and their impact on the AMU-system. Various labour market courses which have been established to meet the demand for general-occupational and personal qualifications are described. The Committee makes a number of recommendations on how general-occupational and personal qualifications could be incorporated in labour market training.

Arbetsmarknadsstyrelsen, Utredningsenheten
Var finns jobben 1996 och1997?.
[Where are the jobs?].
Solna, 1996, 48 p. + annexes
(Arbetsmarknad och arbetsmarknadspolitik, 96(6))
ISSN: 1401-0844
Availability: AMS förlagsservice, Box 6, S-646 21 Gnesta
SV

This is an employment survey of manpower needs related to various occupations, male /female personnel, branches and regional localisations within the foreseeable future in Sweden

Arbeidsvoorzieningsorganisatie Landelijk Bureau
Sectorinformatie voor scholingsplanning 1996.
Rijswijk, 1995, 89 p.
(O&A-werkdocument, 95-06)
Availability: Centraal bestuur voor de arbeidsvoorziening, P.O. Box 415, NL-2280 AKRijswijk
NL

This report, commissioned by the National Manpower Services Agency, contains national information on employment, divided into 45 sectors and 83 classes ofoccupation for the years 1993 to 1996. It also contains information on the influx into the labour market according to sector and class of occupation for the years 1994-1996.

Association nationale pour la Formation professionnelle des Adultes, AFPA
Premiers niveaux de qualification, les clés de l'évolution : dossier.
Entreprises formation (Montreuil) 92, 1996, p. 25-44

ISSN: 0765-5762
FR

En France, plus de quatre millions cent mille actifs effectuent un travail non qualifié, soit près d'un actif occupé sur cinq. La montée de la technologie et les nouveaux modes d'organisation du travail vont-ils accentuer leur fragilité par rapport à l'emploi ou les forcer à évoluer? Des entreprises, des branches ou encore la Fonction publique territoriale investissent dans la formation de ces salariés. Pourquoi? Comment? Ce dossier propose les grandes tendances et les expériences en la matière. On trouvea, notamment : un état des lieux sur la situation et le devenir des bas niveaux de qualification par un chercheur, Gérard Vergnaud; le point dans le secteur de la métallurgie à travers l'interview d'un responsable de l'Union des industries métallurgiques et minières (UIMM), Dominique de Calan. Plusieurs actions menées en entreprise illustrent cedossier : l'opération nouvelles compétences conduite par l'entreprise industielle Decayeux et Loison, une action de formation de jeunes à l'Usine du Manoir, une action de requalification chez France Telecom en faveur de 1 300 personnes, menée avec l'AFPA, la mise en oeuvre de parcours modulaires qualifiants dans le cadre du partenariat entre l'Union des industries textiles et l'Education nationale.

BAISIER L; BOURDEAUD'HUI R
Kampioenen in flexibiliteit en kwaliteit : Trends bij toeleveranciers aan de Vlaamse auto-industrie. Thuis besteld : Verwachtingen rond televerkoopin vraag gesteld. Telematica in de elektrowinkel : informatiedossier. Niemand eet bits en bytes : Voeding kopen met behulp van telematica: hoe ver staan we en wat zijn de gevolgen voor de arbeid? - informatiedossier.
Stichting Technologie Vlaanderen, STV
Brussels: STV, 1997, 33 p.; 33p.; 64 p.; 109 p.
Availability: Stichting technologie Vlaanderen (STV), Jozef II-straat 12-16, 1040 Brussel
NL

Ces quatre dossiers de la Fondation Technologie Flandre portent sur les qualifications requises et les contenus des tâches dans les secteurs à l'évolution rapide, à savoir : l'industrie automobile flamande (), la télévente, le secteur électronique et la télématique. En outre, les auteurs s'intéressent tout particulièrement aux possibilités d'intégrer ou de réintégrer les peu scolarisés sur le marché de l'emploi par le biais de professions adaptées et de formations continues dans ces secteurs.

BALSLEV L
Fremtidens kontor og efteruddannelse : en analyse af det private kontorarbejdsmarked i Århus kommune.
[Clerical workers and continuing education in the future : an analysis of the private clerical labour market in Århus].
AF Regionskontoret Århus; HK Service og Industri
Århus: AF, 1997, 48 p. + annexes
Availability: AF, Søren Frichs Vej 38 K, DK-8330 Åbyhøj
DA

In autumn 1996, The Union of Commercial and Clerical Employees in Denmark and the public employment service in Aarhus initiated a study on the private labour market for clerical workers in the municipality of Aarhus. The objective of this study was to pinpoint the various trends within the field indicating future qualifications of clerical workers. Furthermore, the study looked at the qualifications of the present clerical workers - both employed and unemployed - in order to assess the need for continuing education and training. Finally, the study examined barriers experienced by both employers and employees in relation to continuing education and training. The study concludes that New Information Technology, electronic networking, new methods of working (home offices, project work, interdisciplinary projects), increased competition and new demands for service are issues which employers have to take into consideration when planning continuing education and training for their employees.

BARRY T (ed)
Strategic review of the construction industry, building our future together.
Department of the Environment, Strategic Review Committee of the Construction Industry
Dublin: Stationery Office, 1997, xiv, 72 p.
ISBN: 0-7076-3870-0
EN

This report was commissioned to formulate a development strategy for the next few years. Recruitment and training of skilled workers is one of the many areas considered. Mention is made of the recent FAS-Training and Employment Authority produced "manpower needs forecasting model". This predicts quantified shortages of certain trades by 2000 unless action is taken to increase the intake of apprentices or encourage skilled workers to return from abroad. Lack of sponsorship of apprentices is a problem which applies to both public and private employers and the female participation rate in building trade apprenticeships is disappointing in contrast to female representation in the building professions which is rapidly increasing. The Committee recommends that:-long term planning, by FAS, for the supply of apprentices should be supported by the industry; that public sector bodies and private employers should also review their recruitment practices with a view to taking on a pool of apprentices to serve throughout the company rather than in a specific location; that further efforts should be made by employers, trade unions and FAS to redefine craft skills to meet the new needs of the construction industry and; that the use of an ID card for qualified workers should be considered.

BEHRENS M; HARDWIG T; KÄDTLER J
Der Industriemeister und der Strukturwandel in der Industrie : neue Variationen zu einem alten Thema.
Soziologisches Forschungsinstitut Göttingen, SOFI
SOFI Mitteilungen 23, 1996, p. 25-44
ISSN: 0721-8664
Availability: SOFI an der Georg-August-Universität Göttingen, Gemeinnütziger Verein, Friedländer Weg 31, D-37085 Göttingen
DE

This article is based on the results of the project "Structural change in industry and new determination of the position of the mastercraftsman". This project was part of the research programme for examining the function of the middle and lower management, funded by the Federal Ministry for Research and Technology of Germany. The article starts with a survey of recent literature on the role of mastercraftsmen and foremen who traditionally are responsible for the functional, organizational and social links between management and workers. The author then points out that the current trend to decentralize work organization implies changes regarding the tasks and competencies of a mastercraftsman. There is, for example, the risk that the monitoring of workers would no longer be one of his responsibilities.

BELLOC B
Evolution de l'emploi dans les industries agroalimentaires.
Groupe d'etudes sociales techniques et economiques, GESTE
Paris: DARES, 1993, 80 p.
Availability: DARES, 1 Place de Fontenoy, F-75700 Paris
FR

Cette etude realisee pour la DARES a la demande de l'Observatoire europeen de l'emploi comprend deux parties. La premiere est une etude statistique portant sur les principales donnees descriptives du secteur, les effectifs et les qualifications, la formationet quelques donnees salariales. La seconde est une etude qualitative mettant enevidence les principaux facteurs d'evolution de l'emploi au cours de la decennie passee et tentant de cerner les perspectives probables dans le secteur.

BERGER K; BRANDES H; WALDEN G
Zur Zukunft betrieblich qualifizierter Fachkraefte und ihrer Ausbildung.
Berufsbildung in Wissenschaft und Praxis (Bielefeld) 2, 1997, p. 3-9
ISSN: 0341-4515
DE

Im Forschungsprojekt "Die Wertschaetzung der dualen Berufsausbildung und ihrer Einflussfaktoren" des Bundesinstituts fuer Berufsbildung wurden die Einsatzmoeglichkeiten und Entwicklungschancen dual ausgebildeter Fachkraefte untersucht.Die Ergebnisse (Auswertung einer Stichprobe von insgesamt 3.167 Betrieben) zeigen, dass eine generelle Einschraenkung beruflicher Entwicklungschancen fuer betrieblich qualifizierte Fachkraefte in den Betrieben nicht beobachtet werden kann.Es gibt Tendenzen, nach denen bei gleichzeitig verringertem Beschaeftigungsniveau die traditionellen Aufstiegsperspektiven durch solche abgeloest werden, die sich ueber eine erhoehte fachliche Verantwortung definieren.

The Federal Institute for Vocational Training (BIBB) project "Perception of the Dual System and Influencing Factors" studied the employment and development potential of dual system graduates of technical training. The results (generated by the evaluation ofa random sample of 3,167 enterprises) show that there is not observable general reduction in the development potential of skilled workers that have completed in-plant training. Regarded in conjunction with concurrent unemployment increases, some trends suggest that traditional advancement opportunities are replaced by higher levels of professional responsibility.

BERGMANN B et al. (comps.)
Kompetenzentwicklung '96 : Strukturwandel und Trends in der betrieblichen Weiterbildung.
Arbeitsgemeinschaft Quem
Berlin: Waxmann, 1996, 462 p.
(Kompetenzentwicklung, 01)
ISSN: 1432-3257
ISBN: 3-89325-473-0
DE

Globalisierung der Märkte und weltweiter Wettbewerbsdruck, höhere Qualitätsansprüche an Produkt und Dienstleistungen sowie rasante technologische Veränderungen erfordern neue Kompetenzen am Arbeitsplatz, um zu bestehen. Mit den daraus erwachsenden Konsequenzen beschäftigt sich der Sammelband. Außerdem werden die Ergebnisse verschiedener Projekte zur Weiterbildung in den neuen Bundesländern, die den Strukturwandel in Ostdeutschland begleiten, angesprochen sowie die damit verbundene Entwicklung von Qualifikation und beruflicher Kompetenz. Es wird auch hervorgehoben, daß der Lernort Arbeitsplatz nicht nur Bedeutung für die Aneignung tätigkeitsbezogener Qualifikation besitzt, sondern auch für die Entwicklung arbeitsplatz- und tätigkeitsübergreifender Kompetenz.

The globalization of markets and the pressures of world-wide economic competition, increasing quality demands with respect to products and services and rapid technological developments require that employees acquire new skills if they are to remain competitive. The report deals with the consequences of these developments. It also addresses the results of various further training projects in Germany's new federal states which deal with the structural changes in eastern Germany and the accompanying development of qualifications and vocational skills. The report also emphasizes that on-the-job learning is not only important in terms of the acquisition of work-related qualifications, but also for the development of competence that goes beyond specific job and skill areas.

BERTRAND O; BOUDER A; ROUSSEAU M
Les qualifications et leur adaptabilite au marche du travail.
Centre d'etudes et de recherches sur les qualifications , CEREQ

Marseille, CEREQ, 1993, 83 p.
Documents de travail 84,
Availability: CEREQ, 10 place de la Joliette, F-13002 Marseille
FR

Cette etude fait le point sur l'etat actuel des connaissances sur les qualifications et leur relation avec le marche du travail. La premiere partie est une synthese rapide sur la notion de qualification, sur l'evolution des qualifications entermes quantitatifs et qualitatifs, sur la maniere dont les differents acteurs reagissent a ces evolutions et sur les processus d'ajustement sur le marche du travail. Elle traite egalement des methodes de prevision et des problemes qu'elles posent. La deuxieme partie se situe au niveau des entreprises et se fonde sur des investigations, notamment aupres des specialistes de la gestion previsionnelle des emplois. Elle fait le bilan des methodes utilisees, de leur evolution et des comportements des entreprises face aux exigences d'adaptabilite des qualifications.

BERTRAND O; BOUDER A; ROUSSEAU M
Les qualifications et leur adaptabilite au marche du travail : etude realisee pour l'Observatoire europeen de l'emploi.
Ministere du Travail, de l'Emploi et de la Formation professionnelle
Paris: Ministere du Travail, de l'Emploi et de la Formation prof., 1993, 86 p.
Availability: DARES, 1 place de Fontenoy, F-75350 Paris 07
FR

La qualification de la main d'oeuvre apparait de plus en plus comme un facteur decisif de competitivite. Cette etude, realisee par la DARES pour l'Observatoire europeen de l'emploi, analyse la specificite francaise en la matiere. Elle presente une synthese des donnees existantes sur la situation du marche du travail et l'evolution des qualifications. Les resultats sont accompagnes d'une serie d'entretien avec des responsables d'organisations professionnelles pour envisager la maniere dont les entreprises prevoient l'evolution des qualifications et leur gestion interne.

BESSON V
Quels métiers et quelles formations pour demain ?.
Entreprises formation (Montreuil) 102, 1997, p. 22-24
ISSN: 0765-5762
FR

Cet article évoque les mutations des métiers induites par l'information et l'automatisation. Toutefois, les compétences techniques ne suffisent plus, l'heure est aux compétences transversales : réactivité, adaptabilité, aptitude à la communication et au travail en équipe, ouverture d'esprit. On recherche aussi la polyvalence et la multicompétence. La formation est une des clés pour anticiper ces mutations à venir.

BESSON V
Les métiers gagnants de demain : dossier.
L'Usine nouvelle (Levallois-Perret) 2600, 1997, p. 55-69
ISSN: 0042-126X
FR

Dix-sept entreprises esquissent leurs besoins futurs en main d'oeuvre. Il apparaît que la décennie qui s'ouvre verra l'émergence de métiers d'interface et l'élargisement du rôle des experts. Se dessine aussi le besoin d'apprendre le dialogue et le travail en équipe.

BIEGANSKI R
Observatoire de branche et préparation d'un contrat d'études prospectives : le cas du commerce de détail non alimentaire.
Centre d'études et de recherche sur les qualifications, CEREQ
Cereq Bref (Marseilles) 133, 1997, p. 1-4
ISSN: 0758-1858
FR

Créés il y a dix ans, les contrats d'études prospectives (CEP) s'inscrivent dans une problématique de changement du travail et des compétences. Ils entrent dans le cadre d'une démarche paritaire et débouchent souvent sur la création d'un observatoire de branche. Mais l'observatoire de branche peut aussi constituer le préalable à la mise en oeuvre d'une CEP. C'est le cas du commerce de détail non alimentaire. Dans cette démarche qui aboutit à un CEP unique ayant pour objectif de répondre aux préoccupations d'un secteur hétérogène aux multiples composantes, l'appropriation des données par les acteurs est cruciale.

BLANPAIN R
Will I still have a job tomorrow? : Reflections on a new strategy from routine jobs to creativity.
Leuven: Peeters, 1994, 160 p.
ISBN: 90-6831-592-7
EN

Post-industrial society needs to initiale radical changes in employment. This due to the globalization of the economy which operates by way of international networks and to trading transactions which demand not only finished products but creative inputs from individuals. Mass production is concentrated in countries where it costs least. Three types of work can be identified: routine goods and services and in-person services both of which are in decline and creative inputs. This latter is the only type flourishing. The challenge can be met if national economies themselves channel their efforts into greater flexibility of employment and creativity workers, since Europe is not leading the way. Optimization of education and continuing training is one solution to providing a creative and flexible workforce.

BOGAERT C; GROEME J
Réseau des Observatoires prospectifs des compétences et des métiers, Observer pour agir : actes des 1ères journées nationales, 11 et 12 janvier 1996 à Strasbourg.
Assemblée des Chambres françaises de Commerce et d'Industrie, ACFCI
Paris, 1996, 81 p.
Availability: ACFCI, 45 avenue d'Inéa, F-75016 Paris
FR

Cedocument propose un compte-rendu des premières journées nationales des Observatoires prospectifs des compétences et des métiers des Chambres de Commerce et d'Industrie, constitués en réseau national. Cette manifestation avait pour objectifl'échange des pratiques d'observation de l'évolution des métiers, aussi bien ausein de ce réseau consulaire qu'à partir d'interventions de spécialistes, notamment du CEREQ et des Observatoires Régionaux emploi-formation (OREF). Après une table ronde introductive consacrée à des témoignages d'entreprises, les ateliersont porté sur les démarches engagées par les Chambres dans le but de produire de l'information pour l'entreprise, de favoriser l'adaptation des formations, de participer à une veille permanente sur les besoins en compétences. Des commissions ont débattu sur les apports méthodologiques visant à la construction d'un observatoire : comment bâtir un partenariat autour d'un projet fédérateur ? Commentmobiliser, enrichir et exploiter les sources d'information ?

BOGAERT C; GROEME J
Guide et répertoire des actions des Chambres de Commerce et d'industrie en matière de prospective des compétences et des métiers : Les Chambres de Commerce et d'Industrie anticipent et se mobilisent pour la performance des entreprises et des hommes.
Assemblée des Chambres françaises de Commerce et d'Industrie, ACFCI
Paris, 1996, 132 p.
Availability: ACFCI, 45 avenue d'Iéna, F-75016 Paris
FR

Ce répertoire regroupe, région par région, les actions menées par les Chambres de Commerce et d'Industrie (CCI) et les Chambres régionales de Commerce et d'Industrie (CRCI) dans le domaine de la prospective des compétences et des métiers. Les méthodologies mises en place par les observatoires sont décrites et chaque étude fait l'objet d'une fiche descriptive. Les études recensées concernent aussi bien l'évolution d'un métier dans une région, les besoins d'emploi et de formation dans tel secteur, que la situation d'un certain type de public sur une zone donnée.

BORGHANS L; DE GRIP A; SMIT W
Beroepsmobiliteit van technisch opgeleiden.
's-Gravenhage: Stichting Organisatie voor Strategisch Arbeidsmarktonderzoek, 1997,103 p.
(OSA-publikatie, D1)
ISBN: 90-346-32229
NL

The objective of this report is to afford an insight into the causes of the trend among technically trained individuals to move to non-technical occupations. The subject is split into three parts. Firstly,the size of this movement of technically trained individuals from technical to non-technical occupations is shown. Secondly, the differences between technical and non-technical occupations are investigated. And, finally, the causes behind this movement between occupations is examined. Based on the understanding gainedinto the movement between occupations, the policy measures which can be taken to improve or maintain the technological potential of the Dutch labour force are examined.

BORGHANS L; DEGRIP A; HEIJKE H
Concepts and methodology for labour market forecasts by occupation and qualification in the context of a flexible labour market.
European Centre for the Development of Vocational Training, CEDEFOP
Luxembourg: EUR-OP, 1996, 34 p.
(CEDEFOP Document)
ISBN: 92-827-0380-0
Availability: EUR-OP, L-2985 Luxembourg, or from its national sales offices
EN

To make right interpretations of the actual trends in occupations and qualification requirements, but also in order to be able to make appropriate forecasts of these trends, it is important to develop tools which provide insight in these developments. This paper gives an overview of the approach used by the Research Centre for Education and the Labour Market to cope with these problems. This approach consistsof, on the one hand, a method to measure similarities or overlaps in occupational domains between types of education, and, on the other hand an explicit model of substitution processes which occur due to demand-supply imbalances. The paperboth deals with the theoretical framework of this approach and provides empirical examples obtained from the recent forecast for the Dutch labour market till the year 2000. This report was produced in the framework of CEDEFOP's CIRETOQ network.

BORRAS I; VENEAU P
Prospective 2010 sur l'emploi et la formation dans la construction aéronautique et spaciale : étude réalisée pour le GIFAS (Groupement des industries françaises aéronautiques et spatiales).
Centre d'études et de recherche sur les qualifications, CEREQ
Marseille: CEREQ, 1996, 108 p.
(Documents série évaluation, 114)
Availability: Cereq, BP 176, F-13374 Marseille cedex 02
FR

Ce numéro présente les résultats d'une étude réalisée par le CEREQ à la demande du GIFAS (Groupement des industries françaises aéronautiques et spaciales). Celui-ci souhaitait avoir une vision du passé et des éléments d'anticipation sur les politiques de recrutement des entreprises : recrutement d'ouvriers et poids des titulaires de CAP-BEP et des bacheliers professionnels, recrutements de techniciens et d'ingénieurs, spécialités de formation recherchées (mécanique, électronique, aéronautique...). En effet les années 80 ont été marquées par de forts recrutements d'ingénieurs en électronique, mettant dans l'ombreles flux concernant les autres catégories sociales et les autres types de spécialités. Par ailleurs, on observe à partir du début des années 90 un ralentissement et parfois un arrêt des recrutements dans un contexte de restructurations touchant progressivement toutes les catégories sociales. Ceci augure-t-il de changements dans les pratiques de gestion de l'emploi ?

CALABRESE F; QUINTERO N; CHABRAND V
La négociation d'entreprise sur les classifications, la formation professionnelle et l'emploi: de laconstruction des professionnalités...à la gestion des sureffectifs : exploitation de la base de données ACCENT 1994.
Centre d'études et de recherches sur les qualifications, CEREQ
Cereq Documents Serie Observatoire (Marseille) 106, 1995, 112 p.
Availability: CEREQ, 10 place de la Joliette, F-13374Marseille cedex 2
FR

L'exploitation de la base de données ACCENT du CEREQ, révèle que si la négociation d'entreprise sur les classifications, la formation et l'emploi se caractérise depuis le début des années 90 par une certaine stabilité des profils d'entreprises, on observe toutefois, en 1994, un certain glissement de la négociation vers les PME, tout particulièrement sur les thèmes desclassificationset de l'emploi. On peut constater ainsi que la négociation sur ces trois thèmes se diffuse dans les entreprises de plus petite taille, qu'elle touche aujourd'hui plus d'entreprises, ne serait-ce que parce que la conjoncture économique oblige les entreprises à mettre en oeuvre ou à se saisir de nouveaux dispositifs d'accompagenemt de la gestion des sureffectifs. Par ailleurs, les enjeux en termes d'évolution des métiers et d'anticipation des qualifications sontau coeur des nouvelles politiques managériales qui tendent à se diffuser dans la négociation sur ces thèmes.

CAMPBELL C P
Workforce requirements : the basis for relevant occupational training.
Journal of European Industrial Training (Bradford) 21(8), 1997, p. 279-309
ISSN: 0309-0590
EN

By suppling the skilled workers needed, occupational training plays a fundamental role in the maintenance of a healthy economy. Although planners are not accountable for ensuring a perfect fit between training offerings and employment opportunities, they should anticipate shortages and suprluses of skilled workers. Decision makers can then take corrective action to expand, improve, curtail, or discontinue existing trainig or add new offerings. In order to discern skilled worker shortages/surpluses, the labour market demand must be determined. Workforce projection and forecasting approaches and labour market signalling approaches are used to make these determinations. The strengths and weaknesses of each approach must be considered when selecting the ones to use. Discusses a number of viable approaches and lists their strengths and weaknesses in tables to facilitate

comparisons. Also includes supplemental instruments as examples and to provide guidance in determining workforce requirements.

CAMPINOS-DUBERNET M; MARQUETTE C
Prospective du travail et des qualifications dans les industries chimiques.
Bref CEREQ (Marseille) 85, 1993, 4 p.
ISSN: 0758-1858
FR

Le travail dans les industries chimiques est confronte a de profondes mutations, en particulier en fabrication et en conditionnement. Celles-ci sont porteuses d'exigences fortes pour les operateurs et la maitrise. Mais la poursuite des reductions d'effectifs, concomitante d'un raccourcissement des lignes hierarchiques, limite sensiblement les possibilites de promotion et de carriere. De nouvelles formes de mobilite, qui prendraient en compte le degre d'expertise technique et professionnelle acquis par les salaries dans le cadre de leur experience, doivent donc etre inventees.

CANNIO S
Une bonne secretaire ? : difficile....
Le Vif/L'Express (Brussels) 2127, 1992, p. 134-136
Availability: Le Vif/L'Express, place de Jamblinne de Meux 33, B - 1040 BRUXELLES
FR

Dans cet article, l'auteur brosse un portrait detaille des exigences professionnelles des employeurs vis-a-vis des futures secretaires. Les conditions de recrutement actuelles supposent au moins trois competences de bases : une pratique performante des traitements de texte, des rudiments de comptabilite sans compter la pratique de plusieurs langues.

CANNY A; HUGHES G
Occupational forecasts for 1998 for Ireland and their implications for educational qualifications.
European Centre for the Development of Vocational Training, CEDEFOP; Economic and Social Research Institute, ESRI
Thessaloniki, CEDEFOP, 1996, 31 p.
(CEDEFOP Document)
ISBN: 92-827-7986-6
Availability: CEDEFOP, Marinou Antipa 12, GR-57001 Thessaloniki
EN

This document, prepared for the Circle for Research Co-operation on Trends in Occupations and Qualifications (CIRETOQ) meeting in Marseille, 20 and 21 Nov. 1995, shows that the occupational employment outlook for the period up to 1998 is better than it has been for the last two decades and there should be strong demand from employers for school and college leavers with Leaving Certificate and third level education, a continuing, but weakening, demand for those with Intermediate level education and virtually no demand for those with only primary education. The challenge for educational and training institutions is to ensure that those coming out of the educational system are properly equipped to take advantage of the projected demand for workers with high levels of education.

CANNY A; HUGHES G
Occupational forecasts for 1998: the implications for educational qualifications.
Training and Employment Authority, FAS
Labour Market Review (Dublin) 6 (1), 1996, p. 23-47 + bibl.
ISSN: 0791-5365

EN

This paper investigates the skill levels of the workforce by examining the occupations in which the most qualified and the least qualified are found and assessing the implications of occupational forecasts for future skill levels. Employment growth is projected to be about double the average for highly qualified workers in management and the professions and for moderatley skilled workers in sales, security and service occupations. Employment is expected to increase only moderately for other skilled workers and operatives and todecline in agricultural, labouring, and foreman/supervisory occupations. The implications of these developments for the occupational distribution of total employment are outlined. Note: This is a shortened version of a paper commissioned by CEDEFOP for the CIRETOQ network.

CANTERA F J (et al.)
Ingenieria por competencias.
Capital Humano (Madrid) 95, 1996, p. 36-41
ISSN: 1130-8117
ES

The article deals with the current trend of human resources management systems towards employees' skills, and presents the concept of "skills engineering". It analyses: the concept of skill; what "skills engineering" is, and how these should be managed in the organisation.

CARNOY M; CASTELLS M; BENNER C
Labour markets and employment practices in the age of flexibility: a case study of Silicon Valley.
International Labour Office, ILO
International Labour Review (Geneva) 136 (1), 1997, p. 27-48
ISSN: 0020-7780, en; ISSN: 0378-5599, fr
Availability: BIT, CH-1211 Genève 22, Suisse
EN FR ES

Flexible employment has accounted for more than half of Silicon Valley's total employment growth in the past ten years. Given the area's trend-setting role in global employment agencies, the authors show that this and other forms of flexible employment have become permanent strategy among firms. This may create insecurity for low-skilled workers, but highly skilled workers are using the system to their own advantage. The main problem for firms is no longer a lack of flexibility, but an undesirably high turnover rate among their most valuable employees(ILO).

CARRASCO C; MAYORDOMO M
La doble segmentación de las mujeres en el mercado laboral español.
Información Comercial Española (Madrid) 760, 1997, p. 43-59
ISSN: 0019-977X
ES

A sociological study which analyzes the participation of women in the labour market in Spain during the last 15 years. By analyzing rates of employment and unemployment, salaries and qualifications, an attempt is made to see if trends observed in other European Union countries can be verified, and to analyze if there is vocational segregation with respect to men and if the trend toward greater participation by women in the labour market and greater access to higher levels of education for certain groups of women could be bringing about polarization between women.

CASTEL R; LIETARD B; DE CALAN D
L'orientation face aux mutations du travail : actes du colloque l'orientation tout au long de la vie, la Villette 26-28 septembre 1996.
Paris: Syros, 1997, 263 p.
ISBN: 2-8414-6392-3
FR

Cet ouvrage présente les deux options qui s'affrontent devant l'incertitude grandissante des avenirs professionnels : faire reposer le poids de cette adaptation permanente sur les seuls individus ou organiser les responsabilités collectives pour permettre à chacun de maîtriser son devenir. La trentaine de contributions du colloque portent successivement sur l'avenir du travail et ses mutations, sur le projet personnel et professionnel, la notion de compétence, les politiques d'orientation professionnelle, les pratiques, l'orientation et la gestion des ressources humaines, la responsabilité individuelle ou collective de la démache d'orientation.

CEZARD M; ROUSSEAU M; BURDILLAT M
La gestion prévisionnelle de l'emploi : dossier.
Travail et emploi (Paris), 1993, pp. 4-78
ISSN: 0224-4365
FR

Dans ce dossier, les différents auteurs confrontent la gestion prévisionnelle des emplois et des compétences [GPEC] à l'épreuve des faits. Plusieurs études de cas de pratique de GPE dans de grandes entreprises font ressortir les difficultés de sa mise en oeuvre. Les contributions portent sur les pratiques des entreprises en matière d'anticipation des qualifications ; les conceptions des directions concernant la GPE ; les négociations et accords de GPE considérés dans lecadre plus large des relations professionnelles en France ; les conditions d'application des accords de GPE conclus dans la sidérurgie ; la GPEC dans les PME.

CHABOT C; STEPHAN R
Commerce-distribution, forces de vente.
Association nationale pour la formation professionnelle des adultes, AFPA
Paris: La Documentation française, 1997, 251 p.
(Répertoire opérationnel des métiers et des emplois, description et évolution des métiers)
ISBN: 2-11-003664-8
FR

Cet ouvrage décrit les principales fonctions qui permettent à l'entreprise de commercialiser ses produits : organisation, structures, moyens d'action sur le marché. La première partie s'intéresse à la distribution et à son évolution sous l'influence de phénomènes tels que la concentration, la mondialisation, l'intégration de nouvelles technologies. La seconde partie traite des forces de vente, des emplois de commerciaux itinérants présents dans la plupart des entreprises et des secteurs d'activités. Dans chacune des deux parties, l'ouvrage fourmit des informations sur l'organisation et les conditions de travail, le marché du travail, l'offre de formation, les principaux métiers.

CHAPIGNAC P
Les métiers de l'information et la société de l'immatériel.
Documentaliste sciences de l'information (Paris) 06, 1995, pp.283-288
ISSN: 0012-4508

FR

Que seront les métiers de l'information dans une société de l'immatériel, une société où, modifiant bien des équilibres, l'information a pris une place prépondérante ? Cet article propose d'abord de définir ces métiers selon trois champs d'activités qui partiellement se recouvrent et, pour dégager les mutations de fond, étudie leur évolution historique. Il arrive à la conclusion que la fonction essentielle des métiers de l'information, celle d'intermédiation s'organise en deux catégories; l'interface informationnelle proprement dite, qui assure la cohérence entre signaux, contenu et usages, et l'interface de solution, qui construit la relationentre les différents niveaux de contenu et l'action. Il expose pour finir quatre principes relatifs à l'architecture des métiers de l'information.

COLARDYN D
La gestion des compétences : perspectives internationales.
Paris: PUF, 1996, p. 228, bibl.
ISBN: 2-13-047552-3
FR

Après avoir considéré pendant des années la notion de qualifications les systèmes éducatifs des pays industrialisés se réfèrent aujourd'hui à la notion de compétences. Est-ce une mode ? Est-cele signe d'une évolution profonde de nos dispositifs éducatifs ? Cet ouvrage propose d'explorer la question dans six pays du G7 - France, Allemagne, Canada, Royaume-Uni, Etats-Unis - ainsi qu'en Australie. Comment les qualifications et lescompétences sont-elles traitées dans ces pays ? Comment se positionnent les systèmes éducatifs face aux besoins de l'économie et d'une population active toujours plus performante et capable d'anticiper l'évolution de ses compétences ? Quelles sont les approches utilisées pour évaluer les compétences nécessaires, pour reconnaître et valider les qualifications et les compétences acquises ? Quels sont les partenaires impliqués ? L'auteur souligne les progrès en matière de transférabilité des compétences et d'amélioration de leur visibilité pour les partenaires sociaux. Elle montre aussi les efforts à poursuivre pour assurer davantage de portabilité des compétences sur le marché du travail. Il apparaît enfin que la gestion des compétences tentée dans les pays retenus cache une grande diversité de sens.

Comissariat général du Plan; Ministère du Travail et des Affaires sociales, DARES; Ministère de l'Education nationale, DLC; Ministère de l'Agriculture, DGER; CG Conseil; ANPE
Outils pour une prospective des qualifications.
Paris: La Documentation française, 1996, 202 p.
ISBN: 2-11-003584-6
FR

Premier volume d'une collection qui s'ouvre à la Documentation française, cet ouvrage traite de la prospective de l'emploi, des métiers et des qualifications à partir des travaux conduits dans différentes branches professionnelles et régions. Il constitue à la fois un guide et une synthèse des connaissances et des pratiques actuelles, fruit du travail d'un groupe interinstitutionnel réunissant les différents partenaires intervenant dans ce domaine. Il illustre la diversité des méthodes par des exemples sectoriels et en région, et trois exemples de bases de données(BDRH, ARGOS, SAREF). Des notions de base sont explicitées : mots-clés, mouvements à l'intérieur du système productif, articulation formation-emploi, nomenclatures. Les principales institutions publiques productrices de données ou d'analyses utilisables en prospective sont recensées et décrites (OREF, INSEE, DRTEFP, rectorats, CPTA, CEREQ, DRAF); de même pour les sources statistiques avec leur intérêt et leurs limites.

Commission for the European Communities DG XXII - Education, Training and Youth
L'anticipation des besoins en formation, en competences et en qualifications : Synthèse des résultats et des conclusions des programmes FORCE et EUROTECNET.
Bruxelles, 1995, 49 p.
Availability: Commission européenne, DG XXII - Education, Formation et Jeunesse, Unité B.2, rue de la Loi, 200, B-1049 Bruxelles
FR

Commission of the European Communities - Task Force Human Resources, Education, Training, Youth
Skills for a competitive and cohesive Europe : A Human Resources Outlook for the 1990's.
Les qualifications requises pour une Europe competitive et solidaire : les perspectives des ressources humaines dans les années 1990.
Europas Wettbewerbsfachigkeit und Zusammenhalt durch Qualifizierung staerken : Ein Ausblick auf die Humanressourcen in den 90er Jahren.
Brussels: Commission of the EC - Force, 1993, 42 p.
Availability: Commission of the EC - Task Force Human Resources, Education, Training, Youth, rue de la Loi 200, B-1049 Brussels
EN FR DE

Après avoir brossé un panorama du rôle central des ressources humaines dans le développement économique et social, le rapport fait le point sur les qualifications: tendances [professions et secteurs], déficits, nouvelles compétences requises, prospective, terminologie. Des approches possibles sont proposées pour répondre aux questions cruciales: Que faut-il faire pour augmenter la qualité des ressources humaines et faire face avec succès au changement? Quelles sont les réformes des systèmes d'éducation et de formation qui s'imposent pour produire les nouvelles qualifications?

Confederation of British Industry, CBI
Tackling long term unemployment : a business agenda.
London: CBI, 1995, unpaged
Availability: Confederation of British Industry, Centre Point, 103 New Oxford Street, London WC1A 1DU
EN

This study is based on a survey of employers who were asked how they saw the labour market changing over the next five years. The issue of how the large pool of long term umemployed can be tackled is addressed and key findings with recommendations are presented including the problem of the skills gap.

Confederation of Shipbuilding and Engineering Unions
Engineering the future : the case for new skills in a modern industry..
London: CSEU, 1993, unpaged
Availability: Confederation of Shipbuilding and Engineering Unions; CSEU, 140 Walworth Road, London, SE17 1JW, United Kingdom
EN

The initiative argues for more multi-skilling in engineering and wants to increase trade union involvement in training programmes. The confederation, while setting out the respective responsibilities of the government, employers and trainees, ideally would like some form of national levy to cover the cost of the training. This is a report by the Confederation of Shipbuilding and Engineering Unions on

the skill shortages facing engineering companies. The Union claims that there will be a shortage of craft, technical and supervisory skills when demand for work returns.

CONTINI B; COLOMBINO U; TREVES L
New forms and new areas of employment growth. final report for Italy-part I and part II.
Commission of the European Communities
Luxembourg: EUR-OP, 1987, 200 p.
(Programme for research and Actions on the Development of the Labour Market)
ISBN: 92-825-7548-9
EN

Ananalysis of changes in the employment situation in Italy since 1960. It is divided into four parts: the main trends in employment and occupations; the content of new jobs; new areas of employment growth and their implications for the labour market. Volume II contains statistics and a bibliography.

CORCORAN T; SEXTON J J; O'DONOGHUE D
A review of trends in the occupational pattern of employment in Ireland 1971-90.
Training and Employment Authority, FAS; Economic and Social Research Institute, ESRI
Dublin: ESRI, 1992, 232 p.
(FAS/ESRI Manpower Forecasting Studies, 2)
ISBN: 0-7070-0131-5
EN

This report is the second in the joint FAS/ESRI series concerned with analysing and forecasting occupational change in the Irish labour market.The current publication is concerned with reviewing in detail the nature of occupational change in the Irish labour market from 1971-1990.

CORCORAN T; SEXTON J
An analysis of occupational change in the industrial and services sectors in Ireland 1971-1996.
Labour Market Review (Dublin) 4 (1), 1993, p. 1-14
Availability: FAS-The Training and Employment Authority, 27-33 Upper Baggot Street, IRL-Dublin 4
EN

This paper is based on work which was carried out as part of a joint initiative between the Economic and Social Research Institute [ESRI] and FAS [the Training and Employment Authority. It involves both the analysis of occupational change in the Irish economy over recent decades and the compilation of occupational employment forecasts. The authors show that structural changes in terms of occupations have occured to some degree in all sectors over the period in question. These changes have been particularly significant in modern manufacturing, in private professional and business services, and in building and construction. For traditional manufacturing, market services (other than business and professional services] and non-market services, the changes in occupational structure over 1971-1990 were not very significant.

COUPPIE T; EPIPHANE D; FOURNIER C
School-to-work transition and after : Do inequalitites between the sexes defy diploma?.
Centre d'études et de recherche sur les qualifications, CEREQ
Training & Employment (Marseilles) 28, 1997, p. 1-4

ISSN: 1156-2366
EN

The rate of female activity has risen continuously over the past thirty-five years and women now constitute 45 per cent of the labour force. But this hardly means that differences between men and women on the labour market have disappeared. In particular, women's careers remain more sharply marked by extra-professional events. Nonetheless, the persistence of inequalities does not exclude the emergence of encouraging trends, and in this respect, the diploma seems to be an instrument of change.

CROCQUEY E; GROSS E; JEGER F; MAZEL O; SEROUSSI G
Familles professionnelles : données de cadrage.
Direction de l'animation de la recherche des études et des statistiques, DARES
Dossiers de la Dares (Paris) 5-6, 1996, 228 p.
Availability: DARES, 1 place de Fontenoy,F-75700
FR

Quelles sont les situations des familles professionnelles sur le marché du travail? Pour répondre à cette question, ce document s'appuie sur les informations recueillies par la DARES en 1995. Le document décrit, pour 84 familles professionnelles, l'évolution et la structure de l'emploi et du chômage au cours de ces dernières années, éclairant ainsi le fonctionnement du marché du travail.

Danish Technological Institute, DTI, European Centre for the Development of Vocational Training, CEDEFOP
The impact on vocational training of studies analysing and forecasting trends in occupations : case studies in Germany, the Netherlands and Denmark.
Luxembourg: EUR-OP, 1998, 83 p.
(CEDEFOP Document)
ISBN: 92-828-3303-8
Availability: EUR-OP, 2 rue Mercier, L-2985 Luxembourg, or from its national sales offices
EN

This study, conducted in three countries - Germany, the Netherlands and Denmark - aims to verify the impact, on vocational training policies, of research and development work carried out in the field of anticipation of educational and training needs, manpower forecasts and skills analysis. The study envisages the identification of factors which positively and/or negatively influence the impact of research on training and skill needs, i.e. new occupational profiles, curricula development, teaching methods, training regulations.

Delegation a la formation professionnelle, DFP
Carrieres et materiaux de construction.
Paris: DFP, 1993, 34 p.
(Synthese prospective formation-emploi)
Availability: DFP, Immeuble le Mercure I, 31 quai de Grenelle, F-75015 Paris
FR

Ce livret constitue la synthese du contrat d'etudes previsionnelles [CEP] du secteur carrieres et materiaux de construction qui a ete realise par le cabinet Quaternaire Education. Ce CEP a ete conclu en juin 1992 entre le ministere du Travail, de l'Emploi et de la Formation professionnelle, le ministere de l'Industrie et l'Unionnationale des industries des carrieres et materiaux de construction, ainsi que la Federation de l'industrie du beton. Apres un bilan des pratiques de gestion dans les cinq branches du

secteur, sont analyses les facteurs d'evolution et les transformations a prevoir, ainsi que les enjeux du secteur, l'evolution des emplois, et les besoins en formation.

Delegation a la Formation professionnelle, DFP
Les industries agroalimentaires.
Paris, DFP, 1993, 34 p.
(Synthese prospective formation-emploi)
Availability: DFP, Immeuble le Mercure I, 31 Quai de Grenelle, F-75015 Paris
FR

Ce livret constitue la synthese du contrat d'etudes previsionnelles [CEP] des industries agroalimentaires qui a ete realise par des cabinets de consultants. Ce CEP a ete signe en octobre 1991 par le ministere du Travail, de l'Emploi et de la Formation professionnelle et les federations de la profession. Apres une presentation du secteur et ses facteurs d'evolution, sont abordes les emplois cles dedemain, l'elargissement des competences dans cinq branches, les disparites de la formation et des suggestions concernant celle-ci.

Delegation a la formation professionnelle, DFP
Batiment et travaux publics, synthese du contrat d'etudes previsionnelles.
Paris, DFP, 1993, 34 p.
(Synthese Prospective Formation-Emploi)
Availability: DFP, Immeuble Mercure I, 31 quai de Grenelle, F-75015 Paris
FR

Cette brochure destinee au grand public presente la synthese des resultats du Contrat d'Etudes Previsionnelles [CEP] realisee par le CEREQ, les cabinets BIPE Conseil, l'IREDU, TRANSIT et l'Institut Plus-Consultant. Ce CEP a ete signe en 1990 entre l'Etat et les quatre federations professionnelles du BTP. Cette synthese expose les perspectives pour 1995, les qualifications et les metiers de demain. Des recommandations sont proposees en vue de favoriser le recrutement des jeunes et de leur assurer une bonne formation.

Delegation a la formation professionnelle, DFP
Credit agricole, synthese du contratd'etudes previsionnelles.
Paris, DFP,1993, 34 p.
(Synthese Prospective Formation-Emploi)
Availability: DFP, Immeuble Mercure I, 31 Quai de Grenelle, F-75015 Paris
FR

Cette brochure destinee au grand public, presente la synthese des resultats du contrat d'etudes previsionnelles realisee par le CEREQ. Ce contrat, signe en 1989, avait pour butde definir les conditions et les moyens necessaires pour produire les qualifications nouvellement recherchees. Il comporte une prospective des emplois et des qualifications requises, un bilan des qualifications actuelles des personnels, unaudit de l'offre de formation.

Delegation a la formation professionnelle, DFP
Horticulture, synthese du contrat d'etudes previsionnelles.
Paris, DFP, 1993, 34 p.

(Synthese Prospective Formation-Emploi)
Availability: DFP, Immeuble Mercure I, 31 quai de Grenelle, F-75015 Paris
FR

Cette brochure destinee au grand public, presente la synthese des resultats du contrat d'etudes previsionnelles realisee par le reseau national d'ingenierie de formation du ministere de l'Agriculture. Ce contrat a ete signe en 1990 entre l'Etat, la FNSEA [Federation Nationale des Syndicats d'Exploitants Agricoles] ainsi que les federations de l'horticulture. Cette synthese presente une analyse globale de l'horticulture puis de chacun des cinq secteurs la composant : arboriculture, maraichage, horticulture ornementale, pepinieres, jardins espaces verts ; l'evolution des metiers et les competences nouvelles qui seront demandees par metiers et par secteurs ; des pistes pour la formation initiale et continue.

Delegation a la formation professionnelle, DFP
Les industries chimiques, synthese du contrat d'etudes previsionnelles..
Paris, DFP, 1993, 34 p.
(Synthese Prospective Formation-Emploi)
Availability: DFP,Immeuble Mercure I, 31 quai de Grenelle, F-75015 Paris
FR

Cette brochure destinee au grand public, presente la synthese des resultats du contrat d'etudes previsionnelles realisee par le CEREQ et Quaternaire Education. Ce contrat a ete signe en 1990 entre l'Etat, l'Union desindustries chimiques et les quatre federations associees. La synthese presente un panorama de la situation economique, de la situation de l'emploi et des qualifications dans les cinq sous-secteurs de l'industrie chimique et formule des preconisations pour la formation.

Delegation à la Formation professionnelle, DFP
La plasturgie, synthese du contrat d'etudes previsionnelles.
Paris, DFP, 1993, 34 p.
(Synthese Prospective Formation Emploi)
Availability: DFP, Immeuble Mercure I, 31 quai de Grenelle, F-75015 Paris
FR

Cette brochure destinee au grand public presente la synthese des resultats du Contrat d'Etudes Previsionnelles [CEP] realisee par les cabinets de consultants Bipe Conseil, Hay Management et Daniel Hatat ingenieur conseil. Ce CEPa ete signe en 1991 entre l'Etat et la federation de la plasturgie. La synthese presente un etat des lieux de la situation economique, une enquete sur les strategies de developpement d'entreprises par rapport aux evolutions du secteur, un scenario de l'evolution de l'emploi d'ici a l'an 2000, les metiers de demain et des orientations pour la formation.

Delegation à la formation professionnelle, DFP
Tourisme social et familial : synthese du contrat d'etudes previsionnelles.
Paris, DFP, 1993, 34 p.
(Synthese Prospective Formation-Emploi)
Availability: DFP, Immeuble Mercure I, 31 quai de Grenelle, F-75015 Paris
FR

Cette brochure destinee au grand public, presente la synthese des resultats du contrat d'etudes previsionnelles realisee par le CEDAET, cabinet de conseil en developpement touristique. Ce contrat a ete signe en 1989 entre l'Etat et la branche. Apres une presentation succinte de la situation actuelle, l'etude analyse les evolutions de l'emploi et des qualifications dans la branche. Elle formule des

propositions de politiques de gestion de ressources humaines et d'actions de formation adaptees au secteur.

Departamento de Educación. Universidades e Investigación - Gobierno Vasco
Aproximación a los perfiles profesionales : estudio prospectivo en la Comunidad Autonoma Vasca.
Vitoria-Gasteiz: Servicio Central de Publicaciones del Gobierno Vasco, 1990, 101 p.
ISBN: 84-7542-751-0
ES

Information is collected on the type of knowledge, abilities, aptitudes and skills which could be demanded of the different types of professionals in the immediate future. The three chapters which make up the work deal respectively with the secondary sector, the services sector and the tertiary sector, distinguishing the most important sub-sectors of each. Tables of the different occupations are presented,with together the characteristics which define them.

Department of Enterprise and Employment, European Social Fund - Programme Evaluation Unit
Mobility in the European Union: implications for the European Social Fund, discussion paper.
Dublin: DEE, 1996, 75 p. + bibl.
Availability: ESF Evaluation Unit, Davitt House, 65A Adelaide Road, IRL-Dublin 2
EN

This paper examines the issue of mobility in the EU, with particular reference to geographical (as opposed to occupational) mobility of workers and its implications for the ESF. It describes in detail the history of geographical mobility, the legal framework and the social, economic and demographic context within which geographical mobility occurs and may occur in the future. In this regard the major trends relating to employment, skill requirements, demographics and mobility across the EU and the implications for vocational education and training are described. Supports and obstacles to geographical mobility, and, finally, issues which will form the basis for discussion at the Dublin conference, are outlined.
Note: This discussion paper was produced for a conference entitled "Mobility in the EU" at Dublin Castle on 22.11.96.

DOWNS S; VON HIRSCHFELD S
Helping the workforce meet the future needs of industry : a comparison between the UK and South Africa.
Education & Training (Bradford) 35 (1), 1993, p. 23-30
ISSN: 0040-0912
EN

A survey to assess the future training needs of industry [1984] showed a swing away from the need to memorise facts and develop physical skills, to an increased need for the application of understanding. Describes the research into developing learning skills, which aimed at improving the processes of learning at the same time as learning products. Earlier work had identified the paucity of relevant learning skills. A mnemonic helped to distinguish material needing different learning skills, while keys to understanding were developed to help learners structure their thinking and develop understanding of a topic. The work was replicated in South Africa in 1989 and the results showed improved learning skills, a reduction in training time and an improved perception by the trainers of the learners.

DU CREST A
Scénarios pour le travail et la formation: la fuite des niveaux.
Observatoire régional de l'emploi et de la formation des Pays dela Loire
Paris: L'Harmattan, 1997, 189 p.
ISBN: 2-7384-5007-5
FR

Ce guide a été rédigé à la demande du groupe de préparation du Plan Régional de Développement des Formations des Jeunes de la régiondes Pays de la Loire. Il présente les grandes lignes de force de l'évolution de l'emploi et ses conséquences sur les politiques de formation. Il s'appuie sur des éléments théoriques et statistiques. L'analyse est ouverte aux différentes théories explicatives du chômage. Transversale, elle fait référence aux domaines de l'économie, de la sociologie et des sciences de l'éducation, mis en relation plutôt qu'approfondis séparément. On notera l'émergence du concept de contrat d'activité.

DUGGAN D; HUGHES G; SEXTONJ J
Occupational employment forecasts 2003.
Training and Employment Authority, FAS; Economic and Social Research Institute, ESRI
Dublin: ESRI, 1997, 62 p. + annexes
(FAS/ESRI Manpower Forecasting Studies, 6)
ISBN: 0-7070-0173-0
Availability: ESRI, 4 Burlington Road, IRL-Dublin 4.
EN

Employment is projected to increase dramatically over the period 1995-2003. These latest in a series of occupational employment forecasts project an increase of 285,300 compared with a figure of 100,000 in the period 1991-1995. Three major occupational groups are likely to account for almost half of all employment growth, professional occupations projected to grow by 59,000, clerical occupations by 47,400 and sales occupations, for which growth of 33,200 is forecast. The only major occupational group in which jobs are expected to be lost is agriculture, which has been in continuing decline for a long period. Employment is projected to fall also for labourers and production operatives. Overall these results mean that there should be rapid growth for high skill occupations, which require third level education, and intermediate skill occupations, for which a Leaving Certificate and vocational training would be required, and declining employment for agricultural and operative occupations in clothing and textile industry.
Note: These employment forecasts, by various authors, appear regularly in the series "FAS/ESRI Manpower Forecasting Studies".

Délégation à la formation professionnelle
Le spectacle vivant.
Synthèse prospective formation emploi (Paris) 21, 1996, 34 p.
Availability: Délégation à la formation professionnelle, Immeuble le Mercure 1, 31 quaid e Grenelle, F-75015 Paris
FR

Le contrat d'études prospectives sur l'emploi et la formation dans le spectacle vivant a été signé en décembre 1994 entre l'Etat et la profession. Ce document propose une synthèse des études menées sur ce secteur aux contours difficiles à cerner, regroupant des activités artistiques aussi variées que le théâtre, la danse, la musique, les variétés, les arts de la rue, le cirque, les parcs de loisirs, les bals, dancings et discothèques. Sont examinés le type d'entreprises rencontrées, les caractéristiques des effectifs employés, les parcours individuels, l'évolution du marché du travail, les métiers pratiqués, l'offre de formation initiale et coninue et la pratique des entreprises. Des recommandations sont formulées.

Délégation à la formation professionnelle
Le commerce de gros.
Synthèse prospective formation-emploi (Paris) 20, 1996, 34 p.
Availability: DFP, Immeuble le Mercure 1, 31 quai de Grenelle F-75015 Paris
FR

Synthèse des travaux menés dans le cadre du contrat d'études prospectives en matière d'emplois et de formations dans le secteur du commerce de gros, signé entre l'état et la profession. Avec près d'un million d'acteurs, le commerce de gros intervient dans tous les secteurs de l'économie. Il sert de relais entre fabricants et distributeurs afin de faciliter les échanges. Ce document analyse les atoûts et les faiblesses du secteur qui représente près d'un tiersdu produit intérieur brut de la France : évolution des fonctions et des métiers, compétences requises, besoins en formation.

Délégation à la formation professionnelle, DFP
Les informaticiens.
Paris: Synthèse prospective formation-emploi, 1995, 34 p
Availability: Délégation à la formation professionnelle, Immeuble le Mecure 1, 31 quai de Grenelle, F-75015 Paris
FR

L'information joue un rôle primordial dans l'économie française : employant 300 000 actifs, offrant une grande variété d'emplois qualifiés, elle constitue le moteur del'innovation scientifique et technologique. Ce document propose une synthèse des résultats issus du contrat d'études perspectives (CEP) en matière d'emploi et de formation, menées dans le secteur. Présentation de ses composantes et des grandes familles d'activité représentées ; évolution de l'emploi et prévision quantitatives des effectifs d'ici l'an 2000 ; évolution des métiers/fonctions et nouvelles compétences requises ; l'atout indispensable que constitue la formation initiale et continue ; recommandations pour l'avenir. L'étude dont est tirée cette synthèse a été réalisée en deux temps : 1993, puis 1995. Elle a été menée avec la participation des cabinets de consultants Pierre Audoin Conseil, Dominique Marre, Andersen Consulting et Geste.

Délégation à la formation professionnelle, DFP
L'habillement.
Paris: Synthèse prospective formation emploi, 1995, 34 p
Availability: DFP, immeuble le Mercure 1, 31bd de Grenelle, 75015 Paris
FR

Ce document reprend les principaux résultats de travaux issus du contrat d'études prospectives (CEP) en matière d'emploi et de formation, conclu en 1993 entre l'Etat et l'Union française des industries de l'habillement (UFIH). Placé entre le textile, en amont, et la distribution en aval, l'habillement est une industriede PME qui emploie une main d'oeuvre majoritairement féminine. Deux grands métiers sont représentés : les confectionneurs aux activités multiples et les façonnniers qui fabriquent les vêtements. Le point sur la filière et ses métiers ; sur les blocages révélés et les ruptures à apporter dans l'organisation de la production ; les compétences transversales à développer ; le levier indispensable queconstitue la formation initiale et continue. Des recommandations sont formulées. L'étude dont est tirée cette synthèse a été réalisée par les cabinets de consultants Activité, CEMIS, CERAF, Boss et Boudon Consultants.

ECHEVARRIA SAMANES B
Cualificaciones y formación profesional.
Revista de Treball (Valencia) 22, 1994, p. 41-52
ISSN: 0213-5809
ES

The author comments on the relationship between the professional qualifications required in the working world and training, linked to learning vis-à-vis employment by giving firstly the meaning and definition of professional qualifications and subsequently the different types of vocational training necessary for the development of professional qualifications (initial vocational training, basic vocational education and continuing vocational training). Finally, he describes some of the actions necessary in Spain in order to achieve the objectives of the General Education Act (LOGSE) (coordination between educational and labour administrations, national Plan for the prospecting of professional profiles, teacher training, etc.).

EIDE K
The future of European education as seen from the north.
Comparative Education (Abingdon) 28 (1), 1992, p. 9-17
ISSN: 0305-0068
EN

This article looks at the features of the Nordic model of education. The commitment to auniversalistic version of welfare policy is clearly reflected in the education policies of the five countries [Norway, Sweden, Denmark, Finland, Iceland] in spite of certain structural differences, especially in higher education.

ELIAS P; BYNNER J
Individual's skills progression: patterns of mobility from lower to higher levels of employment.
Department for Education and Employment, DfEE
London: Stationery Office, 1996, 60 p
(Research studies, RS44)
ISBN: 0-1127-0989-3
EN

This report presents results from a project which measured both the scale and the changing nature of occupational mobility in the 1980s and early 1990s, for a group of occupations termed 'intermediate occupations', defined broadly as a group of craft, technician and various supervisory jobs. The findings detail the scale of movements into, out of and within this group of occupations and shows trends in mobility over the period of 1976-94. Additionally, using information from the 1981 and 1991 sweep of the National Child Development Study, the project investigated the role played by education and training in the development and formation of work-related skills for employees moving into, out of and within intermediate occupations.

ENEROTH K
Strategi och kompetensdynamik : en studie av Axis communications.
[Strategy and competence dynamics : A study of Axis Communications].
Lund University, School of Economics and Management
Lund, 1997, 277 p.
(Lund studies in Economics and Management, 97(37))
ISBN: 91-7966-500-4
Availability: Lund University Press, Box 141, S-221 00 Lund, Sweden
SV

The purpose of this thesis is to introduce the concept of distinctive competence in a theoretical setting, consisting of the resource-based view, strategic human resource management and organizational learning, in order to develop a theoretical framework for better understanding of the dynamic side of distinctive competence. This emerging framework, the competence-platform-model, enables a distinction between knowledge, the ability to apply knowledge, and the role of motivation when discussing the emergence of competence.

European Centre for the Development of Vocational Training, CEDEFOP
Do joint European vocational training standards standa chance? Recognition and transparency of qualifications.
Haben gemeinsame europäische Berufsbildungsstandards eine Chance? Zur Anerkennung bzw. Transparenz vonQualifikationen.
Des normes européennes communes pour la formation professionnelle ont-elles une chance? Pour la reconnaissance et la transparence des qualifications.
Thessaloniki, CEDEFOP, 1996, 50 p.
(Panorama, 61)
Availability: CEDEFOP, P.O. Box 27 - Finikas, GR-57001 Thessaloniki
EN/DE/FR

This article has been formulated for the working group in the Social Dialogue on education and training. It treats fundamental problems and it attempts to assess the efforts of the EU in the area of recognition and transparency of qualifications. Against the backdrop of his responsibilities in CEDEFOP for the area of recognition/comparability and the transparencyof qualifications, the author has made a personal analysis which is open to discussion. He would be satisfied if it promoted debate on this so important a topic for European integration and if as large a number of reactions as possible were received.

European Centre for the Development of Vocational Training, CEDEFOP; Institut fuer Arbeitsmarkt- und Berufsforschung der Bundesanstalt für Arbeitsmarkt-und Berufsforschung der Bundesanstalt für Arbeit, BIBB
Forecasting sectors, occupational activities and qualifications in the Federal Repubic of Germany : a survey on research activities and recent findings : contribution to the Ciretoq meeting, Marseilles, 20 and 21 November 1995.
Thessaloniki: CEDEFOP, 1997, 82 p.
(CEDEFOP Document)
ISBN: 92-828-1172-7
Availability: CEDEFOP, Marinou Antipa 12, GR-57001 Thessaloniki
EN

This paper deals with topical long-term projections of the structure of the labour force in West Germany and their main results and implications. Three different macroeconomic approaches to manpower forecasting are distinguished: 1) econometric forecasts of global manpower demand and projections of labour force potential; 2) structural approaches to manpower demand by sectors qualifications, and job activities; and 3) projections of manpower supply by levels of qualifications, including new supply and replacement demand.

European Commission - DG V
Meeting the challenge of change at work : ESF project examples.
Emploi et mutations industrielles : exemples de projets FSE
Sicherung der Beschäftigung im industriellen Wandel : ESF Projekt-beispiele.
Luxembourg: EUR-OP, 1997, 123 p.
(European Social Fund)

ISBN: 92-828-1389-4, en; ISBN: 92-828-1390-8, fr; ISBN: 92-828-1388-6, de
Availability: EUR-OP, L-2985 Luxembourg, or from its national sales offices
EN FR DE

The European Social Fund (ESF) invests in people. It provides funding on a major scale for programmes which develop or regenerate people's "employability". This vital task centres on providing people with the right work skills, thereby improving their self-confidence and adaptability in the job market. Thus, based on case studies this publications gives case studies on industrial change, anticipating job market trends; vocational training and skill needs; training, retraining, guidance and counselling; and improving and developing training systems.

European Commission - DG V
Employment in Europe 1997.
L'emploi en Europe 1997.
Beschäftigung in Europa 1997.
Luxembourg: EUR-OP, 1997, 142 p.
(Employment and social affairs)
ISBN: 92-828-1575-7, en
Availability: EUR-OP, L-2985 Luxembourg, or from its national sales offices
EN FR DE

This is the annual report of the European Commission presenting an analysis of the employment situation in the Member States of the European Union. This report was meant specifically to prepare the special European Council on employment held in Luxembourg in November 1997. The information is divided under three main headings: In the introducing part, the Commission outlines its employment policy for the coming years. Part 1 presents employment prospects and trends. Part 2 is an analysis of selected labour market issues: the employment situation in the services sector, and the situation of people with disabilities in the labour market.
Note: The publication is drawn up on the basis of COM(97)479 final which has the same title (CED03370). However, the COM Document contains only the part "An employment agenda for the year 2000" (p. 1-25) which is the report adopted by the European Commission.

European Commission - DG XXII
Vers un espace européen des qualifications professionnelles : Forum européen de la formation professionnelle Bruxelles, 8-10 novembre 1993.
Towards a European area for vocational qualifications : European Forum on Vocational Training Brussels, 8 to 10 November 1993.
Luxembourg: EUR-OP, 1995, 110 p.
ISBN: 92-826-8821-6, fr; ISBN: 92-826-8820-8, en
FR EN

Organisé conjointement par la Commission européenne, la Présidence belge du Conseil, le Parlement européen et le Comité économique et social, ce premier forum européen de la formation professionnelle a rassemblé les différents acteurs -institutions communautaires, partenaires sociaux, Etats membres- autour du thème "vers un espace européen des qualifications". Ce recueil reprend l'ensemble des communications des intervenants et présente leurs réflexions, leurs expériences ainsi que leurs propositions.

FEIJEN T; REUBSAET T; VAN OOTEGEM L
Instruments, tools and policies to anticipate the effects of industrial change on employment and vocational qualifications : European report : study for the European Commission DG V.
Institut voor Toegepaste Sociale wetenschappen, ITS; Hoger Instituut voor de Arbeid, HIVA
Nijmegen: ITS, 1996, vii, 160 p.
Availability: ITS, P.O. Box 9048, NL-6500 KJ/Nijmegen
EN

This report summarizes the findings of a study commissioned by the European Commission on how shifts in employment and vocational qualifications are anticipated in the 12 Member States. These shifts result from developments in markets, technology, organizational structures, and regulations. The anticipatory structures, methods and practices both at national and at company level are examined. After the forecasting aspect, also the action aspect is reviewed, namely the adaptation of training programmes - initial vocational training and continuing vocational training -, the role of vocational guidance, the role of employment agencies, the role of decision makers at sectoral level. At company level, the impact of industrial change has repercussions on training policy and recruitment policy.

FITZGERALD J; HUGHES G
Labour market outlook and the structure of employment in Ireland in 1997.
Labour Market Review (Dublin) 5(1), 1994, p.30-46
Availability: Planning and Research Department, FAS, 27-33 Upper Baggot Street, IRL-Dublin 4
EN

The latest Economic and Social Research Institute (ESRI) medium-term forecasts suggest, the authors state, that Ireland will experience a period of rapid growth over the next 5 years and that there will be a significant growth in employment. The implications of these changes for emigration, the growth of the labour force and employment and unemployment are considered. Forecasts of the structure of employment in 1997 are presented using the European Union harmonised industrial and occupational employment classifications.
Note: Paper presented at European Symposium on "Labour market developments" at Scarman House, University of Warwick, 19-20 May 1994

FONZEN G
Effektiv kompetensutveckling - strategi inför framtidens byggmarknad.
[Effective competence development - strategy for the construction market in the future].
Luleå Tekniska Universitet, Institutionen för Väg- och Vattenbyggnad
Luleå, 1997, 57 p.
(Civilingenjörsprogrammet, 97(199 Civ))
ISSN: 1402-1617
Availability: Luleå Tekniska Universitet, S-971 87 Luleå, Sweden
SV

The purpose of this thesis has been to study the positive connection between competence development and profitability and then implementing those results in the organization of a Swedish construction company. The thesis finds out that the construction companies should change their structure for competence development to reach maximum output. As a result gives a method for planning and manage the competence development to achieve an improved cost-effectiveness and a higher level of learning

FOURNIER C; LIAROUTZOS O
Le secrétariat, une profession qui sait s'adapter.
Centre d'Etudes et de Recherches sur les Qualifications, CEREQ
Bref CEREQ (Marseilles) 129, 1997, 4 p.
ISSN: 0758-1858
FR

Au début des années 80, d'aucuns annonçaient le déclin, voire la disparition du secrétariat, menacé alors par le développement massif de l'informatique. Contredisant ce pessimisme, les effectifs ont augmenté au cours de la décennie, puis se sont stabilisés au début des années 90. Pour négocier les multiples virages qui ont marqué leurs activités, les secrétaires ont fait preuve d'une grande capacité d'adaptation face aux évolutions substantielles de leur travail. Ces mutations seront encore importantes dans les prochaines années et il convient de se donner les moyens de les accompagner, grâce notamment à la formation continue et à la gestion des carrières.

FREMINVILLE S; DUMONT M; SUTTER D
Evolution des emplois, formation aux nouvelles competences: l'experience de l'AFPA.
Education permanente (Arcueil), 1991, 214 p.
ISSN: 0339-7513
FR

Pour assurer une meilleure adequation entre les emplois et les formations et repondre aux besoins nes de l'utilisation croissante des nouvelles technologies, la formation professionnelle doit redefinir ses contenus, repenser ses dispositifs, prevoir et accompagner l'evolution des emplois dans les entreprises. Des praticiens de l'AFPA [Association nationale pour la Formation des Adultes] livrent ici leurs reflexions et leurs experiences de terrain sous deux angles principaux : l'importance croissante des competences globales differentes du savoir technique integrant de nouveaux objets de formation [culture generale, capacites intellectuelles, ecriture, communication] ; la gestion previsionnelle des emplois qui comprend la formation continue comme l'un de ses outils et s'appuie sur le recours a l'ingenierie de la formation.

Fédération nationale du bâtiment, FNB
Perspectives d'évolution des métiers des entreprises du bâtiment : rapport présenté au Conseil des Professions du 5 juillet 1995, document de travail.
Paris, 1995, 23 p.
Availability: Fédération nationale du Bâtiment, 33 avenue Kléber, F-75784 Paris cedex 16
FR

Ce document présente les constats, les tendances prévisibles et les tendances à promouvoir de l'évolution des métiers des entreprises du bâtiment pour les cinq à sept prochaines années. Les réflexions présentées mettent particulièrement en évidence les thèmes suivants : caractéristiques des professions du secteur, clients et marchés, évolution des matériaux, des composants et des technologies, contraintes de la réglementation, protection de l'environnement, formationinitiale-recrutement-formation permanente, organisation et fonctionnement de lafilière bâtiment.

GADILLE M; D'IRIBARNE A
La modernisation negociee : evaluation d'un dispositif public d'aide a la gestion previsionnelle de l'emploi.
Laboratoire d'economie et de sociologie du travail, LEST
Aix-en-Provence: LEST, 1990, 229 p.

Availability: LEST, Universite d'Aix Marseille II, F-13626 Aix-en-Provence cedex
FR

A la demande de la Delegation a la formation professionnelle [DFP],le Laboratoire d'economie et de sociologie du travail [LEST] a realise une etude sur les effets dans les entreprises de la Ligne d'innovation pour la gestion de l'emploi (LIGE). Une investigation a donc ete effectuee sur 20 conventions signees en 1989 dans 6 regions pilotes (Alsace, Midi-Pyrenees, Nord-Pas-de-Calais, Pays-de-la-Loire, PACA, Picardie). Les auteurs etudient les attentes des entreprises en matiere de gestion previsionnelle des emplois, ils analysent les methodes et outils mis en oeuvre dans une demarche de GPE et les acteurs impliques. A partir des pratiques d'entreprise, les auteurs essaient d'analyser le role joue par le dispositif public dans un processus de GPE (Gestion Previsionnelle des Emplois).

GAREL J-Y; PESLIER M; GERARDIN E
Les métiers de l'automobile : constructeurs et équipementiers : Compétences et qualifications, perspectives d'emploi, trajectoires professionnelles.
Association pour l'emploi des cadres, APEC
Paris: Editions d'organisation, 1996, 101 p.
(Demain les cadres/APEC)
ISBN: 2-7081-1975-3
FR

Cet ouvrage est consacré au secteur de l'automobile. Après une description des constructeurs et deleurs réseaux de distribution, ainsi que des équipementiers, il procède à un état des lieux des conditions de recrutement, des fonctions cadres et des itinéraires de carrière ainsi que des évolutions actuelles du secteur. Des fiches présentent les profils de poste types des fonctions cadres, précisant l'intitulé, le rattachement hiérarchique, les missions, le contenu d'emploi, la formation et les voies d'accès, les capacités intellectuelles et humaines, l'évolution de carrière, les effectifs du secteur, la rémunération. Des témoignages complètent cet ensemble d'information.

GESTE; TEMSIS; Centre d'études et de recherches sur les qualifications, CEREQ; Ecole française de papeterie et des industries graphiques, EFPG
Les industries de la communication graphique.
Paris: Délégation à la formation professionnelle, 1994, 34 p
(Synthèse prospective formation-emploi)
Availability: DFP, Immeuble le Mercure 1, 31 quai de Grenelle, F-75015
FR

Synthèse du contrat d'études prospectives passé entre l'état et la Fédération de l'imprimerie et dela communication graphique (IFCG). Les industries graphiques regroupent trois segments, le prépresse, l'impression, la finition. Profondément bouleversées par les nouvelles technologies, elles vivent une mutation profonde. Le secteur se caractérise par une main d'oeuvre jeune, mobile, peu diplômée, une forte culture de métier, des qualifications en évolution, une forte tradition de formation sur le tas, une formation initiale rénovée, une formation continue à développer.

GONZALEZZ MORENO M
El empleo en el sector servicios: pautas de comportamiento y tendencias futuras.
Información comercial Española (Madrid) 719, 1993, p. 27-39
ISSN: 0019-977X
ES

The author analyses the evolution and behaviour of the service sector in employment between 1972 and 1990, the changes in the structure of employment and the behaviour of the different branches of the sector, and ends with present and anticipated future trends in the sector.

GOYTIA PRAT A; MAITEGUI C
La dimensión educativa del turismo.
Revista de Ciencias de la Educación (Madrid) 165, 1996, p. 97-110
ISSN: 0210-9581
ES

Reflections on the changing trends in tourism with the move from traditional tourism considered simply as leisure toward educational tourism, by means of which it is hoped to develop and perfect the individual's attitudes, faculties and skills. Together with this appears the "tourist host" in order to adapt tourism to the new trends. Two new concepts are introduced: "active holidays" and "ethical tourism".

HEIJKE H
Forecasting the labour market by occupation and education.
Research Centre for Education and the Labour Market, ROA
Dordrecht: Kluwer Academic Publishers, 1994, 210 p.
ISBN: 0-7923-9447-X
EN

This book brings together the papers presented at a symposium on the occasion of the fifth anniversary of the Research Centre for European and the Labour market (ROA). It was used as a platform to place the results achieved by this young institute alongside those of two more established European institutes, the Institute for Employment Research, Warwick, and the Institute for Labour Market and Occupational Research, Nuremburg. The goal was to get a better understanding of the approach employed by each institute in drawing up labour market forecasts differentiated by occupation and types of training. The symposium also served the mutual exchange of ideas, insights and concrete labour market information. Each institute provided a contribution for each of the three topics dealt with: the methods and techniques they use in making labour market forecasts; discussion of labour market forecasts which the institutes have made; and justification of and relections on the approaches used in making their forecasts; regarding both the scientific side and the applications in policy terms.

HEILBRONNER F; VIMONT C
Etude sur l'évolution des besoins en emplois et en formation des entreprises pour les dix années à venir : dossier de présentation des résultats.
Paris: Institut de l'entreprise, 1992, 129 p
FR

L'Institut de l'entreprise a lancé deux enquêtes successives auprès d'entreprises, l'une qualitative et l'autre quantitative, pour appréhender les besoins en emplois et en formation. Ce dossier présente les résultats de ces enquêtes et un rapport de synthèse sur les conclusions principales de l'étude, suivi d'un rapport d'analyse sur les tendances del'emploi dans les dix prochaines années et leurs conséquences sur les besoins en formation des entreprises.

HEINZ W R
Soziale Benachteiligung und berufliche Foerderung Jugendlicher im regionalen und internationalen Vergleich.
Zeitschrift fuer Berufs- und Wirtschaftspaedagogik (Wiesbaden) 2, 1996, p. 151-161
ISSN: 0172-2875
DE

Der Beitrag behandelt die ungleichen sozialen Chancen und deren Auswirkungen auf die Uebergaenge junger Menschen in das Erwachsenenleben am Beispiel von Deutschland und England.Der Verfasser setzt sich mit den Argumenten der Bildungsdefizite, der Lernunwilligkeit Jugendlicher sowie mit neueren Behauptungen ueber genetische Ursachen fuer soziale Benachteiligung auseinander. Er verweist auf die Folgen von Chancenungleichheit fuer die psychosoziale Identitaet benachteiligter Jugendlicher. Als Schlussfolgerung daraus muessen Ausbildungs- und Beschaeftigungschancen geboten werden, die an die regionale Strukturentwicklung und den zu erwartenden Qualifikationsbedarf im naechsten Jahrhundert angepasst sind..
Taking the examples Germany and England, this article discusses inequalities in terms of social perspectives and their impact on young people's transition into adult society. The author analyses the arguments concerning educational deficits, young people's unwillingness to learn and the more recent claims concerning genetic reasons for socialdisadvantage. He refers to the consequences of unequal opportunities for the psychosocial identity of disadvantaged young people. The conclusion drawn is that there is a need for training and employment opportunities which are in conformity with regional structural developments and the skill needs anticipated for the next century.

HUGHES G
Manpower Forecasting : A Review of Methods and Practice in Some OECD Countries.
Training and Employment Authority, FAS; Economic and Social Research Institute, ESRI
Dublin: ESRI, 1991, 104 p.
(FAS/ESRI Manpower Forecasting Studies, 1)
ISBN: 0-7070-0121-8
EN

This report is the first of a new joint FAS/ESRI series which analyses occupational changes in the labour market, with particular emphasis on occupational manpower forecasting. Included is a chapter on manpower forecasting experience in France, West Germany, the Netherlands, the UK and feasibility studies in Ireland.

Institut Català de Noves Professions
Les professions de la cultura.
Barcelona: Institut Català de Noves Professions, 1997, 358 p.
ISBN: 84-393-4230-6
CA

A thorough analysis, from a vocational point of view, of the cultural sector in Catalonia analysing the creative, productive and broadcasting activities of this sector. The current situation within the sector is presented as well as the main needs and trends for the future. The text begins with a general introduction and goes on to analyse each of the activities of the sector defining each one and giving an approximation of it from a social, economic and vocational perspective. It describes which agents are involved in the sector (the administration, non- profit-making organisations, the private sector etc.), and classifies the occupations and their training levels. Trends for the future are examined and new occupational profiles and training levels are forecast. The activities studied are: cultural management personnel, the performing arts (theatre and dance), fine arts (painting, drawing, graphic work, sculpture, installation, artistic photography, fashion, comics, etc.; the audiovisual sector.

Instituto do Emprego e Formacao Profissional, IEFP
Profissoes do futuro.
[Occupations of the future].
Lisbon, 1992, various pagination
Availability: IEFP, Av. Jose Malhoa 11, 3rd floor, P-1100 Lisbon
PT

Ce dossier contient les exposes presentes au seminaire. Celui-ci vise a entamer une reflexion sur l'evolution previsible des qualifications et des metiers, de meme que sur ses effets au niveau de l'emploi,de la formation et de la mobilite a l'interieur du Marche Unique. On prevoit unapport en vue du renforcement de la cohesion economique et sociale et d'un meilleur ajustement des politiques de l'emploi et de la formation.
Note: Collection of interventions presented to the meeting

Instituto Nacional de Empleo, INEM
Ordenación de la formación profesional ocupacional. Familia profesional: Artesania. Areas profesionales: madera, fibras vegetales, cerámica piedra y marmol, vidrio, textil, metal, piel y cuero, orfebreria, instrumentos musicales, varios.
Madrid, 1996, 133p. 301p. 199p.
ISBN: 84-8197-557-5
ES

The occupational structure and training programmes of the handicraft sector are presented in three volumes and a folder with booklets which can be replaced. Following the criteria established by Royal Decree 797/1995 which establishes the guidelines on occupational certificates issued by labour authorities and the vocational curricula, the volume develops the profiles of each occupation within the sector, firstly, looking at, the occupational skills, whichare broken down into skills units which enumerate professional activities and tasks and the working conditions necessary for their professional development, aswell as the work environment, trends, employment opportunities and vocational training related with the occupation. It also develops the occupation's trainingstructure, reflecting the training itinerary, the curricula of the training modules (objective, practical training, theory) and the course curriculum (objective, duration in hours, training modules). The folder contains the course programme for each occupation, each of which is divided into: 1) general data (objective, requirements for teachers and admission requirements, number of students, modules, duration in hours broken down into practical training, theory and evaluation; facilities; equipment and training material and the inclusion of new technology. 2) Specific data about the course broken down into modules (objectives, duration in hours, theoretical and practical curricula and contents related with professionalism).

Instituto Nacional de Empleo, INEM
Ordenación de la formación ocupacional. Familia profesional: diseño, informática, limpieza.
Madrid: INEM, 1996, 165 p.; 148 p. + anexos
ISBN: 84-8197-551-6
ES

The occupational structure and training programmes of the occupational family business service are presented in two volumes and a folder with booklets which can be replaced. Following the criteria established by Royal Decree 797/1995 which establishes the guidelines on occupational certificates issued by labour authorities and the vocational curricula, the volume develops the profiles of each occupation within the family, firstly, looking at, the occupational skills, which are broken down into skills units which enumerate professional activities or tasks and the criteria for their execution and, secondly, it looks at the aids, techniques and working conditions necessary for vocational development, as well as the work environment, trends, employment opportunities and vocational training related with

the occupation. It also develops the occupation's training structure, reflecting the training itinerary, the curricula of the training modules (objective, practical training, theory) and the course curriculum.

Instituto Nacional de Empleo, INEM
Ordenación de la formación profesional ocupacional: Familia profesional: Industria pesada y construcciones metálicas.
Madrid: INEM, 1996, 205 p; 347 p. + anexo
ISBN: 84-8197-562-1
ES

The occupational structure and training programmes of the occupational family heavy industry and steel construction are presented in two volumes and a folder with booklets which can be replaced. Following the criteria established by Royal Decree 797/1995 which establishes the guidelines on occupational certificates issued by labour authorities and the vocational curricula, the volume develops the profiles of each occupation within the family, firstly, looking at, the occupational skills, which are broken down into skills units which enumerate professional activities or tasks and the criteria for their execution and, secondly, it looks at the aids, techniques and working conditions necessary for vocational development, as well as the work environment, trends, employment opportunities and vocational training related with the occupation. It also develops the occupation's training structure, reflecting the training itinerary, the curricula of the training modules (objective, practical training, theory) and the course curriculum.

Instituto Nacional de Empleo, INEM
Ordenación de la formación profesional ocupacional: Familia profesional: Industrias de madera y corcho.
Madrid: INEM, 1996, 262 p; 223 p.; 164 p. + anexo
ISBN: 84-8197-572-9
ES

The occupational structure and training programmes of the occupational family woodworking and cork industries are presented in three volumes and two folders with booklets which can be replaced. Following the criteria established by Royal Decree 797/1995 which establishes the guidelines on occupational certificates issued by labour authorities and the vocational curricula, the volumes develop the profiles of each occupation within the family, firstly, looking at, the occupational skills, which are broken down into skills units which enumerate professional activities or tasks and the criteria for their execution and, secondly, it looks at the aids, techniques and working conditions necessary for vocational development, as well as the work environment, trends, employment opportunities and vocational training related with the occupation. It also develops the occupation's training structure, reflecting the training itinerary, the curricula of the training modules (objective, practical training, theory) and the course curriculum.

Instituto Nacional de Empleo, INEM
Ordenación de la formación profesional ocupacional. Familia profesional: informacion y manifestationes artisticas.
Madrid: INEM, 1996, 246 p.; 357 p. + anexos
ISBN: 84-8197-565-6
ES

The occupational structure and training programmes of the occupational family information and arts are presented in two volumes and a folder with booklets which can be replaced. Following the criteria established by Royal Decree 797/1995 which establishes the guidelines on occupational certificates

issued by labour authorities and the vocational curricula, the volumes develop the profiles of each occupation within the family, firstly, looking at, the occupational skills, which are broken down into skills units which enumerate professional activities or tasks and the criteria for their execution and, secondly, it looks at the aids, techniques and working conditions necessary for vocational development, as well as the work environment, trends, employment opportunities and vocational training related with the occupation. It also develops the occupation's training structure, reflecting the training itinerary, the curricula of the training modules (objective, practical training, theory) and the course curriculum.

Instituto Nacional de Empleo, INEM
Ordenación de la formación profesional: Familia profesional: Mantenimiento e reparación.
Madrid: INEM, 1996, 320 p. + anexo
ISBN: 84-8197-561-3
ES

The occupational structure and training programmes of the occupational family maintenance and repair are presented in one volume and a folder with booklets which can be replaced. Following the criteria established by Royal Decree 797/1995 which establishes the guidelines on occupational certificates issued by labour authorities and the vocational curricula. The volumes develop the profiles of each occupation within the family, firstly, looking at, the occupational skills, which are broken down into skills units which enumerate professional activities or tasks and the criteria for their execution and, secondly, it looks at the aids, techniques and working conditions necessary for vocational development, as well as the work environment, trends, employment opportunities and vocational training related withthe occupation. It also develops the occupation's training structure, reflecting the training itinerary, the curricula of the training modules (objective, practical training, theory) and the course curriculu

Instituto Nacional de Empleo, INEM
Ordenación de la formación profesional ocupacional : Familia profesional; mineria y primeras transformaciones.
Madrid, 1996, 254 p; 211 p.; 175 p + anexos
ISSN: 84-8197-543-5
ES

The publication presents the occupational structure of the primary sector of mining and extraction professions and its training programmes in three volumes and a folder with booklets which can be replaced. Following the criteria established by real decreto 797/1995 which establishes the guidelines on professional certificates issued by labour authorities and the vocational curricula, the volumes develop the profiles of each occupation within the Mining and extraction family, firstly, looking at, the professional skills, which are broken down into skills units which enumerate professional activities or performance and the criteria for their execution and, secondly, it looks at the aids, techniques and working conditions necessary for vocational development, as well as the organizational and functional situation, trends, opportunities and vocational training related with the occupation. It also develops the occupation's training structure, reflecting the training itinerary, the training module curriculums.

Instituto Nacional de Empleo, INEM
Ordenación de la formación profesional ocupacional: Familia profesional: Montaje e instalación.
Madrid: INEM, 1996, 343p. + anexo
ISBN: 84-8197-560-5
ES

The occupational structure and training programmes of the occupational family assembly and installation are presented in one volume and a folder with booklets which can be replaced. Following the criteria established by Royal Decree 797/1995 which establishes the guidelines on occupational certificates issued by labour authorities and the vocational curricula. The volumes develop the profiles of each occupation within the family, firstly, looking at, the occupational skills, which are broken down into skills units which enumerate professional activities or tasks and the criteria for their execution and, secondly, it looks at the aids, techniques and working conditions necessary for vocational development, as well as the work environment, trends, employment opportunities and vocational training related with the occupation. It also develops the occupation's training structure, reflecting the training itinerary, the curricula of the training modules (objective, practical training, theory) and the course curriculum (objective, duration in hours, training modules). The folder contains the course programme for each occupation, each of which is divided into: 1) general data (objective, requirements for teachers and admission requirements, number of students, modules, duration in hours broken down into practical training, theory and evaluation; facilities; equipment and training material and the inclusion of new technology. 2) Specific data about the course broken down into mmodules (objectives, duration in hours, theoretical and practical curricula and contents related with professionalism).

Instituto Nacional de Empleo, INEM
Ordenación de la Formación Ocupacional. Familia profesional: producción, transformación y distribución de energia y agua..
Madrid: INEM, 1996, 390 p.; 252 p + anexos
ISBN: 84-81-97-555-9
ES

The occupational structure and training programmes of the occupational family production, processing and distribution of power and water are presented in two volumes and a folder with booklets which can be replaced. Following the criteria established by Royal Decree 797/1995 which establishes the guidelines on occupational certificates issued by labour authorities and the vocational curricula, the volume develops the profiles of each occupation within the family, firstly, looking at, the occupational skills, which are broken down into skills units which enumerate professional activities or tasks and the criteria for their execution and, secondly, it looks at the aids, techniques and working conditions necessary for vocational development, as well as the work environment, trends, employment opportunities and vocational training related with the occupation. It also develops the occupation's training structure, reflecting the training itinerary, the curricula of the training modules (objective, practical training, theory) and the course curriculum (objetive, furation in hours, training modules). The folder contains the course programmes for each occupation, each of which is divided into: 1) general data (objetive, requirements for teachers and admission requirements, number of students, modules, duration in hours broken down into practical training, theory and evaluation; facilities; equipment and training material and the inclusion of new technology. 2) Specific data about the course broken down into modules (objetives, duration in hours, theoretical and practical curricula and contents related with professionalism).

Instituto Nacional de Empleo, INEM
Ordenación de la formación profesional ocupacional. Familia Profesional: Seguros y Finanzas.
Madrid: INEM, 1996, 221 p. + anexos
ISBN: 84-8197-584-6
ES

The occupational structure and training programmes of the occupational family insurance and financial service are presented in one volume and a folder with booklets which can be replaced. Following the criteria established by Royal Decree 797/1995 which establishes the guidelines on occupational certificates issued by labour authorities and the vocational curricula, the volume develops the profiles of each occupation within the family, firstly, looking at, the occupational skills, which are broken down

into skills units which enumerate professional activities and tasks and the criteria for their execution and, secondly, it looks at the aids, techniques and working conditions necessary for vocational development, as well as the work environment, trends, employment opportunities and vocational training related with the occupation. It also develops the occupation's training structure, reflecting the training itinerary, the curricula of the training modules (objective, practical training, theory) and the course curriculum.

Instituto Nacional de Empleo, INEM
Ordenación de la formación profesional ocupacional. Familia profesonal: transporte y comunicaciones.
Madrid, 1996, 203 p. + anexos; 237 + anexos
ISSN: 84-8197-540-0
ES

The publication presents the occupational structure of the occupational group, transport & communication, and its training programmes in two volumes and a folder with booklets which can be replaced. Following the criteria established by real decreto 797/1995 which establishes the guidelines on professional certificates issued by labour authorities and the vocational curricula, the volumes develop the profiles of each occupation within the transport and communications family, firstly, looking at, the professional skills, which are broken down into skills units which enumerate professional activities or performance and the criteria for their execution and, secondly, it looks at the aids, techniques and working conditions necessary for vocational development, as well as the organizational and functional situation, trends, opportunities and vocational training related with the occupation. It also develops the occupation's training structure, reflecting the training itinerary, the training module (objective, practical training, theory) and the course curriculum.

Instituto Nacional de Empleo, INEM
Ocupaciones con futuro.
Madrid: INEM, 1995, 'paginación variada', 5 vols.
ISSN: 84-8197-535-4, vol.1; ISSN: 84-8197-539-7, vol.2; ISSN: 84-8197-538-9, vol.3; ISSN: 84-8197-537-0, vol.4; ISSN: 84-8197-536-2, vol.5
ES

This publication presents a project organized by the Instituto Nacional de Empleo ("National Institute for Employment" - INEM) within the EC programme Euroform to detect and identify those occupations which offer the best employment prospects in the short term in regional labour markets, taking into account the socioeconomic context, company structures and the different technologies employed within the geographic areas studied, called employment labour markets. The research was carried out in five geographic areas or local labour markets, and has been completed in only two of them, the area called El Bierzo in León and Santiago de Compostela, it is divided into a methodological part applicable to all of the research studies and the technical results of the study which include the developped and elaborated phases of information cards on occupations with a future in each of the MLE studied. The methodological development is divided into five stages, including a description of the main characteristics of the what training and work experience are needed, where to look for employment, the occupations future and the course which a career in this occupation may follow.

Instituto Nacional de Empleo, INEM
Prioridades de formación en el mercado de trabajo en territorio INEM 1997.
Madrid: INEM, 1997, 178 p.
Availability: INEM, Condesa de Venadito 9,28027 Madrid, Tlf°. 341+ 5859888, Fax: 377 58 81; 377 58 87

ES

This publication presents the conclusions of the meetings held by the representatives of INEM's Provincial Directorates, in which trends in the Labour Market were analysed with the objective of planning the 1997 courses of the National Plan for Vocational Training and Entry into Working Life (FIP). After describing the methodology used the provincial priorities are presented for the State, with the exception of the Autonomous Communities to whom powers for the management of this plan have been transferred, the provincial priorities in Vocational Training for specialist areas and vocational families are also presented. The allocation of priorities and provincial trends are analysed, as well as a series of recommendations to strengthen certain specialized areas.

Instituto Nacional de Empleo, INEM
Información sobre el mercado de trabajo Resumen anual de datos del Observatorio Ocupacional.
Madrid: INEM, 1996, 509 p.
Availability: Inem, Condesa de Venadito 9, E-28027 Madrid
ES

A resumé of the most important data of the Observatorio Ocupacional ("vocational monitoring body")for the State, autonomous communities and provinces, it offers data on the employment and training requirements of the production sector which are useful for planning the training programmes and schemes of the National Plan for Entry into Working Life (FIP). There are four parts, the first gives a broad view of the main socio- economic aspects of trends in Spain's economy in 1995. The second part analyses the evolution of manpower both in employment and unemployed, this data is drawn from reliable sources of statistics. This part ends with information on the state of the labour market using data supplied by INEM (types of contract, statistical data on contracts according to different variables, job offers, etc. The third part is devoted to the analysis of the results of monitoring the vocational progress, or level of entry into working life of the students who have attended the FIP Plan courses managed by INEM.

Instituto para la formación de la Comunidad de Madrid
Formación y nuevas tecnologías en telecomunicación. Las Pymes en la comunidad de Madrid: comercio, hostelería, finanzas.
Madrid: Instituto para la formación de la Comunidad de Madrid, 1997, 283 p.
Availability: Instituto para la Formación de la Comunidad de Madrid. Santa Hortensia 30, E-128013 Madrid,
ES

A study into the repercussions of the new technologies on companies and, especially, on small businesses and their incorporation into vocational training, in the Autonomous Community of Madrid, in the trade, hotel and catering, and finance sectors. It starts with the trends in telecommunications, and their repercussions on these sectors, it continues with a description of technological innovations in the field of telecommunications which are most representative of each of these sectors, relating them to the occupations affected, and in turn placing them within a functional setting. It goes on to present in the form of index cards, the principal training schemes which are considered to be necessary in order to adapt to the technological changes, describing the objectives, giving the theoretical and practical curricula and offering the evaluation criteria. Finally, it contains, in diagram form, all of the information described in the study, each index card includes: sector, innovation, subsector, description of the innovation.

Interface études et formation
Contrat d'études prospectives dans les organismes privés de formation.
Paris, 1997, 266 p. ronéoté
Availability: consultable au Centre INFFO jusqu'à sa publication à la Documentation française
FR

Cette étude porte sur les organismes privés de formation dont la formation est l'activité principale et qui relèvent de la convention collective des organismes de formation (CCN-OF). Elle a été commanditée par la Délégation générale à l'emploi et la formation professionnelle (DGEFP) dans le cadre d'un contrat d'études prospectives conclu entre l'état et la branche professionnelle, et réalisée entre 1995 et 1997. Le document est structuré en quatre parties : analyse de l'existant; analyse prospective, qui présente huit variables d'évolution et quatre scénarios d'évolution possible de la branche; onze préconisations pour répondre aux grands défis de l'avenir; enfin, annexes (tableaux de bord d'un organisme de formation, outil de diagnostic des domaines d'activités).

JESCHKE W
Kaum noch Fortschritte bei der Integration junger Auslaender in das Bildungssystem.
DIW - Wochenbericht (Berlin) 23, 1997, p. 422-431
ISSN: 0012-1304
DE

Beteiligung und Erfolg auslaendischer Kinder und Jugendlicher an der Schule und beruflichen Ausbildung verbesserten sich in der Bundesrepublik Deutschland bis in die neunziger Jahre in vielen Bereichen kontinuierlich. Dieser Trend setzt sich jedoch nicht fort. Die Hemmnisse bei der Eingliederung und dem Erfolg bei Schul- und Berufsausbildung sind wohl auf die veraenderte nationale Zusammensetzung neuzugewanderter Auslaender, eine knappere personelle und sachliche Ausstattung der Schulen und auf Engpaesse des Stellenmarktes zurueckzufuehren. Daher muessen wieder verstaerkt Anstrengungen zur Integration junger Auslaender in Schule und Beruf unternommen werden.

The Participation and success of foreign children and youth in school and vocational training improved continuously in many fields in the Federal Republic of Germany until the nineties. However, this trend has not continued. The hindrances to integration and success in school and vocational training can probably be attributed to the changed national composition of the recent foreign arrivals, the more meagre provision of the schools with personnel and equipment and bottlenecks in the job market. For that reason, the efforts to integrate young foreigners into schools and occupations must be intensified once again.

JØRGENSEN K
Ældre of arbejdsliv : tilbagetrækningsmønstre og seniorpolitik.
[Elderly people and working life : retirement pattern and senior policy].
Udviklingscenteret for folkeoplysning og voksenundervisning
Copenhagen: Udviklingscenteret for folkeoplysning og voksenundervisning, 1997, 80 p.
ISBN: 87-90156-06-4
Availability: Udviklingscenteret for folkeoplysning og voksenundervisning, Tordenskjoldsgade 27, DK-1055 Copenhagen K
DA

Within the last few years, the average retiring age in Denmark has dropped to 59,5 years. At the same time, the number of young people decreases and the number of older people about to retire increases. These trends are problematic in many respects, especially in relation to labour market supply. This development has instigated a discussion in Denmark on the retiring age in general and specifically the age for early retirement. This report deals with various aspects of retirement. Firstly, retirement patterns during the last 15 years are described and elderly people's (defined as 40 to 69 years old) attitudes

towards and reasons for retiring are analysed. Secondly, the report deals with senior policy and draws a picture of the senior policies in Danish companies. A number of Danish companies have adopted a senior policy strategy. Finally, the report analyses the qualifications of older employees and how their qualifications are updated. The report points to the fact that relatively fewer older employees are offered continuing training, but also that the barriers stem not only from the companies but also from the older employees themselves.

JÄRVI P
Ammattimielikuva : ammattimielikuva osana ammatillisen suuntautumisen prosessia.
[The occupational image : the occupational image as a part of the vocational orientation process].
Turku School of Economics and Business Adminstration
Turku: Turku School of Economics and Business Administration, 1997, 222 p.
(Publications of the Turku School of Economics and Business Administration. Series A, 10)
ISSN: 0357-4652
ISBN: 951-738-902-7
Availability: Turku School of Economics and Business Administration, Library, Rehtorinpellonkatu 3, 20500 Turku, Finland
FI

The purpose of this study was to develop a holistic model or a way of describing the occupational image of a vocationally oriented individual. The theoretical approach is based on business sciences, psychology and sociology. The empirical part of the research included 116 business students who wrote compositions on the theme: How do you imagine the future occupational world for which you are orienting yourself? Students also filled in a short questionnaire. In this study the occupational image was seen as a part of the vocational orientation process. In this process individuals are at different development psychological phases when making their vocational decisions. The occupational image plays a role in the creation of preferences and in the setting of more exact occupational goals.

KASIMATI K
I ergasia sto mellon: koinonikes diastaseis kai praktikes.
Work in the future: Social dimensions and practices.
Epangelma kai ekpaidefsi (Athens) 3, 1990, p. 231-236; bibl.
ISSN: 1011-3622
EL

The trends concerning the evolution of work constitute the focal point toward which our attention must be directed in the future. This article indicates and outlines these trends. As far as the Greek case is concerned, these indications undoubtedly could be applied with more delayed time-rates than those manifested in the developed societies which are characterized as post-industrial. In this article it is not proposed that the end of the society of work is near. Yet it is underlined that work, in the future, acquires a different purpose and, in many ways, different content, toward which people, as a society, have to adjust. The stage of "compulsory" adjustment may prove to be the most difficult task.

Kuratorium der Deutschen Wirtschaft für Berufsbildung
Multimedia : Herausforderung für die berufliche Bildung, 17. Tagung der gewerblich-technischen Ausbildungsleiter.
Bonn: Kuratorium der Deutschen Wirtschaft für Berufsbildung, 1997, 64 p.
Availability: Kuratorium der Deutschen Wirtschaft für Berufsbildung, Adenauerallee 8 a, D-53113 Bonn
DE

The volume documents the conference contributions, podium discussions, and working-group reports. The following topics were addressed: personnel and training activities in enterprises as a service; multimedia - trends and projects, impact on social change; future importance of vocational education and training; the learning enterprise; modular vocational training; client-orientation in training; competence in final examinations; efficiency management in vocational training.

Der Band dokumentiert die Referate, Podiumsdiskussionen und Beiträge der Arbeitskreise. Folgende Themen standen im Mittelpunkt: Personal- und Bildungsarbeit im Unternehmen als Dienstleistung; Multimedia - Trends und Projekte, Auswirkungen auf den gesellschaftlichen Wandel; die zukünftige Bedeutung der beruflichen Bildung und Qualifizierung; das lernende Unternehmen; Module für berufliche Bildung; Kundenorientierung in der Ausbildung; Handlungskompetenz in Abschlußprüfungen; Effizienzmamagement in der Ausbildung.

LEBAUBE A
Le travail, toujours moins ou autrement : oublier les trente glorieuses compétences ou qualifications? Le travail et l'entreprise éclatée. La montée de la précarité.
Paris: Marabout, 1997, 290 p.
ISBN: 2-501-02278-5
FR

L'époque du contrat de travail à durée indéterminée, à temps plein et si possible assorti d'un statut, conçu comme l'unique référence, est révolue. Le travail éclate parce que son contenu se transforme, et que sa valeur devient relative. L'emploi éclate, il devient précaire, sa raréfaction conduit au chômage, à la marginalisation puis à l'exclusion. L'entreprise aussi paraît éclater, dans ses modes de gestion et dans son organisation. La mondialisation, la financiarisation et les phénomènes liés au développement des nouvelles technologies expliquent ces bouleversements répétés. S'il existe une solution, elle ne réside nidans une attitude passéiste, ni dans la fuite en avant du libéralisme. Elle passe par la capacité de tous à définir ensemble dans quelle société nous voulons vivre et de quels moyens d'accompagnement social nous voulons nous doter pour affronter l'incertitude.

LEGROS M; DUBECHOT P
La prévention spécialisée aujourd'hui - Situations professionnelles et compétences : synthèse d'une étudede PROMOFAF
PROMOFAF, Fonds d'assurance formation branche sanitaire et sociale.; Centre de Recherche pour l'Etude et l'Observation des conditions de vie, CREDOC
Levallois-Perret: PROMOFAF, 1996, 18 p.
Availability: PROMOFAF, 9 rue Maryse-Hilsz, F-92309 Levallois-Peret cedex
FR

Les mutations économiques et sociales, l'élargissement et la diversité des publics en difficulté d'insertion profesionnelle, la mise en oeuvre des politiques et l'emploi et des politiques de la ville, la décentralisation au milieu des années 1980, ont contribué au bouleversement de l'action des équipes de Prévention Spécialisée. Pour répondre aux questions des associations gestionnaires et des professionnels de ce secteur, PROMOFAF a confié au CREDOC la réalisation d'un étude sur l'évolution des pratiques professionnelles et des compétences en Prévention Spécialisée. Ce document en constitue la synthèse. Il détaille les logiques d'intervention à l'oeuvre, déterminant les compétences nécessaires aux éducateurs de ce secteur; puis il propose un référentiel d'activités et un référentiel de compétences, à la fois méthode d'analyse des compétences mobiliséeset outil de diagnostic et d'aide à la décision, notamment en matière de formation.

LOETSCHER A; LE GALL V
Transport logistique.
Paris: La Documentation française, 1996, 135 p.
ISBN: 2-11-003168-9
FR

Ce dossier professionnel vient compléter le ROME - Répertoire opérationnel des métiers et des emplois de l'ANPE (Agence nationale pour l'emploi). Le secteur du transport regroupe 800 000 personnes environ, dont près de la moitié appartiennent à des entreprises ou à des organismes du secteur public (SNCF,RATP...) Au cours des dernières années, le transport et la logistique ont connu de profonds bouleversements liés tant à des évolutions technologiques qu'à des modifications structurelles. Par ailleurs, le paysage européen de ce secteur connait une mutation conséquente avec l'ouverture des frontières entre les pays membres del'Union européenne. Cet ouvrage propose une étude détaillée du contenu et de l'évolution de certains emplois/terrestre, transport ferroviaire, transports urbains, transport aérien, transport maritime, ou encore dans la logistique et des activités connexes comme les activités de douane ou le tourisme.

LOQUET P
Sauver l'emploi et developper les competences : le double enjeu de la gestion previsionnelle des hommes et des emplois.
Paris: L'harmattan, 1992, 208 p.
ISBN: 2-7384-1580-6
FR

Cet ouvrage est destine a fournir des pistes, des cles, des methodes de travail, en misant sur l'implication de tous les acteurs du corps social [direction, encadrement, organisations syndicales] afin de preserver au mieux l'emploi dans l'entreprise, afin de developper ses competences internes, malgre les difficultes a prevoir les evolutions de structures et de metiers. L'auteur liste quelques conditions de reussite pour cette tache, ainsi que des axes de recherche concernant la detection et la gestion des potentiels, la gestion previsionnelle des hommes et des emplois [GPHE], la decentralisation de la fonction ressources humaines, etc.

MABIT R (rapporteur général); BOISSONNAT J
Le travail dans vingt ans : rapport de la commision présidée par Jean Boissonnat.
Commissariat général du Plan
Paris: O. Jacob, 1995, 373 p
ISBN: 2-7381-0350-2
FR

Ce rapport est le fruit des travaux du groupe "Le travail et l'emploi à l'horizon 2015" réuni par le Commissariat général du Plan. Selon ce rapport, la société française est confrontée à un double défi : répondre à la persistance du chômage et faire en sorte que l'efficacité économique ne tue pas la cohésion sociale. Toutefois une certitude semble surgir de ce rapport: le travail restera, dans les vingt ans qui viennent, une voie essentielle d'intégration sociale.

MAGNUSSEN L
Fremtidens jobprofiler paa det merkantile omraade : Projekt nr. 60179.
[Job profiles at the commercial field in the future].
Undervisningsministeriet, Erhvervsskoleafdelingen
Copenhagen, 1997, 43 p.

(FoU-publikation, 8)
ISBN: 87-603-0893-1
Availability: Undervisningsministeriets forlag, Frederiksholms Kanal 25 F, DK-1220 Copenhagen K
DA

This publication gives a presentation of tendencies and trends in actual and emerging qualification demands in the commercial and administrative sectors. Future job profiles are formulated based on a number of qualification studies. At the same time ways to translate the results of these analyses into concrete education and teaching plans are underlined. These ideas are presented under three thematical headings: from teaching to learning; simulated learning environments; and new placement arrangements for teachers in local companies.

MANDON N; LIAROUTZOS O
La gestion des compétences, la méthode ETED en application : journée d'études du 18 juin 1993 organisée par le CEREQ et l'INRA.
Centre d'études et de recherches sur les qualifications, CEREQ
CEREQ Document série Synthèse (Marseille) 97, 1994, 164 p
Availability: CEREQ, 10 place de la Joliette,BP 176, F-13374 Marseille cedex
FR

La méthode ETED, Emploi-Type Etudié dans sa Dynamique, fondée sur l'analyse du travail, propose un cadre permettant d'appréhender et d'approfondir la connaissance des emplois. Elle constitue un préalable à la gestion collectivité et individuelle des emplois et des compétences. Uneformation-action s'adressant à des gestionnaires de ressources, formateurs et consultants a été mise en place en 1992. Cet ouvrage rend compte d'un séminaire organisé en juin 1993, au cours duquel étaient présentés les chantiers menés en grandeur réelle par les participants à cette formation. Il en aborde les différents aspects, en particulier la mise en oeuvre de la méthode ETED et l'utilisationdes résultats.

MARQUETTE C; CAMPINOS-DUBERNET M; PEYRARD C (et autres)
Les industries chimiques.
Ministère du Travail, du Dialogue social et de la Participation; Union des industries chimiques; Centre d'études et de recherches sur les qualifications, CEREQ; Quaternaire Education
Paris: La documentation française, 1995, 334 p
ISBN: 2-11-003370-3
FR

L'industrie chimique a entrepris une restructuration importante de ses activités pour maintenir et renforcer sa place dans le monde. Cette évolution s'est traduite par une relèvement des exigences en matières de compétences. La question est posée des nouveaux besoins pour l'avenir et des moyens pour l'accompagner, notamment à travers l'effort de formation, et en tenant compte de la large diversité de ses activités, allant de la chimie lourde à la parachimie. Tels sont les grands traits relevés par le contrat d'études prévisionnelles (CEP) sur l'évolution des emplois et des formations, signé en juillet 1990 par le DFP, l'Union des industries chimiques et trois autres fédérations associées. Ce document final détaille largement la tranformation des activités de travailde la production dans chacune des cinq grandes activités du secteur, puis l'évolution de l'emploi et des structures d'emploi. En annexe : étude comparée sur lasituation en France, en Allemagne et en Suisse.

Ministere du Travail, de l'Emploi et de la Formation professionnelle; Crege management; Agro management
Les industries agroalimentaires.

Paris: La documentation francaise, 1993, 368 p.
ISBN: 2-11-003012-7
FR

Des organisations professionnelles membres de l'ANIA - Association des industries agroalimentaires-, auxquelles s'etaient jointes les cooperatives laitieres, ont decide d'etudier ensemble, avec l'Etat represente par le ministere du Travail, de l'Emploi et de la Formation professionnelle, les evolutions previsibles des emplois, des qualifications et des formations en s'attachant surtout aux fonctions liees a la production. Ce rapport propose les resultats des travaux menes dans le cadre de ce contrat d'etudes previsionnelles [CEP]. Au sommaire : un etat des lieux, les principaux facteurs d'evolution des emplois, une synthese transversale puis des analyses sectorielles de l'evolution des besoins en emplois et en competences. Une derniere partie effectue une synthese generale et presente des themes de reflexion entre partenaires sociaux et des preconisations aux acteurs de la formation.

Ministere du travail, de l'emploi et de la formation professionnelle; Ministere de l'agriculture et de la foret; Chambre syndicalenationale des industries de la conserve; SICA AGEFAFORIA
L'industrie de la conserve.
Paris: La documentation française, 1992, 199 p.
ISBN: 2-11-002861-0
FR

Bilan du contrat d'etudes previsionnelles signe en 1990 entre l'Etat et les professionnels des industries de la conserve. Ses objectifs etaient les suivants : mesurer les evolutions que la branche va connaitre en termesde metiers, d'organisation et de condition de travail, rendre operationnel l'accord cadre de developpement de la formation dans les industries agro-alimentaires signe en mai 1989, permettre aux entreprises de la branche de mettre en oeuvredes plans de formation pluriannuels pour repondre a ces evolutions.

Ministère du Travail de l'Emploi et des Affaires sociales
Adaptation des travailleurs aux mutations industrielles : séminaire européen, Toulouse 22-23 janvier 1996Textes préparatoires.
Paris: Ministère du Travail de l'Emploi et des Affaires sociales, 1996, 95 p.
Availability: consultable au Centre Inffo, Tour Europe, F-92049 Paris-la-Défense
FR

Les ateliers de ce séminaire ont traité de l'anticipation des emplois de demain, des voies d'accès multiples à des formations en constante évolution, de l'effet des nouvelles technologies sur la formation, du rôle des partenaires sociaux dans l'adaptation aux mutations industrielles, du cas particulier des petites et moyennes entreprises, des politiques et des initiatives privées. De nombreux cas d'entreprises illustraient le propos. Les illustrations proposées concernent notamment : l'expérience de Motorola Semiconducteur SA en France : la méthode PROSPECT de l'organisme Activa aux Pays-Bas ; un projet commun des sociétés Bisseuil et Fercaber (française et espagnole) du secteur BTP ; la formation à la logistique par l'organisme belge CEFORA ; l'expérience de ANNIC SA, PME française fabriquantdes chaussures ; le cas d'ISVOR FIAT (Italie) ; le cas de la poterie BELLIEK (Irlande) ; la formation dans les PMI de moules et outillages en France ; la formation dans les PME de l'artisanat Luxembourgeois.

Ministère du travail et des Affaires Sociales, Délégation à la Formation professionnelle
Se former tout au long de la vie : Entretiens Condorcet, sixièmes rencontres de la formation professionnelle Paris 30 septembre et 1er octobre 1996.
Paris: Le Monde Editions, 1997, 209 p.

ISBN: 2-87899-146-x
FR

Ce livre rend compte des débats des sixièmes rencontres de la formation professionnelle, dont le thème était la formation tout au long de la vie. A travers les tables rondes et les ateliers, c'est un bilan et un état des lieux de la formation continue en France qui est dressé. Les thèmes traités : l'anticipation des mutations du monde moderne, la formation récurrente, la construction progressive des compétences, la flexibilité des systèmes de formation, la reconnaissance et la validation des acquis, les retours sur investissement de la formation professionnelle continue.

Ministère du Travail et des Affaires sociales; Ministère de l'Industrie, des Postes et Télécommunications; Union française des Industrie de l'Habillement, UFIH
L'habillement.
Paris: La Documentation française, 1996, 500 p.
ISBN: 2-11-003423-8
FR

Ce document présente les résultatsdu Contrat d'études prospectives habillement, ayant pour but d'éclairer les acteurs de la branche sur l'évolution des emplois, des qualifications et de la formation ainsi que sur les moyens à mettre en oeuvre pour anticiper les changementsauxquels les entreprises françaises sont confrontées. Le secteur connait une crise d'adaptation à l'environnement concurrentiel international qui appelle une mutation industrielle. L'existence même de la branche comme activité productrice est menacée. Pour inverser cette tendance, un nouveau modèle de fonctionnement apparaît nécessaire, qui produise une série de ruptures avec le passé : sur le plan des modèles culturels, des habitudes commerciales, des modes de relation entre les agents de la filière, des systèmes d'organisation du travail, des modes derelation sociale et des techniques.

Ministèredu travail et des Affaires sociales, Délégation à la formation professionnelle [et al.]
Le spectacle vivant.
Paris: La Documentation française, 1997, 442 p.
(Prospective emploi-formation)
ISSN: 1152-4197
ISBN: 2-11-003665-6
FR

Le spectacle vivant regroupe des activités artistiques aussi variées que le théatre, la musique, les variétés, les arts de la rue, lecirque, sans oublier les parcs de loisirs, les discothèques... Les effectifs ont progressé de 1985 à 1993, mais inégalement d'une activité à l'autre. Plus de 100 000 personnes vivent aujourd'hui de ces professions - artistes, techniciens, administratifs. Un trait marquant de l'emploi et l'intermittence qui concerne plus de la moitié des actifs du secteur. Deux enjeux majeurs apparaissent pour ce secteur : l'amélioration des modes de régulation du marché du travail et le renforcement du professionnalisme. Ce document communique les résultats du Contrat d'études prospectives (CEP) mené dans le secteur.

MONIZ A; KOVACS I
Evolução das qualificações e das estruturas de formação em Portugal.
[Évolution des qualifications et des structures de formation au Portugal].
Instituto do Emprego e Formação Profissional, IEFP
Lisbon, 1997, 436 p.
(Estudos, 19)

ISBN: 972-732-400-2
Availability: Instituto do Emprego e Formação Profissional, Avenida José Malhoa 11, P-1070 Lisbon PT

Les auteurs de cette étude ont essayé de percevoir: les tendances d'évolution des qualifications professionnelles dans un ensemble étendu de secteurs économiques; l'adaptation ou l'inadaptation des structures de formation à ces tendances. Ils se sont assigné pour but de caractériser les qualités relevant de ces secteurs; de repérer les discordances entre la demande et l'offre de qualifications; d'indiquer les tendances d'évolution des qualifications dans les secteurs de production, compte tenu des nouvelles compétences requises par les nouvelles pratiques productives de diverses entreprises de pointe situées dans les pays les plus avancés ainsi que les besoins formulés par les employeurs, les entités formatrices et les organisations patronales et syndicales; de repérer les tendances d'évolution des besoins de formation professionnelle; de formuler des propositions et des recommandations en vue d'une stratégie de développement des qualifications et de la formation professionnelle.

MORIN P
La grande mutation du travail et de l'emploi : emploi juste à temps et travail éclaté dans la société post-industrielle.
Paris: Editions d'Organisation, 1997, 187 p.
ISBN: 2-7081-2070-0
FR

Ce livre analyse les évolutions économiques, techniques, sociologiques et culturelles qui permettent de comprendre cette mutation structurelle et pas seulement conjoncturelle de l'emploi et du travail : quel poids respectif travail et hors-travail auront-ils dans une vie de plus en plus longue ? La production juste-à-temps n'implique-t-elle pas l'emploi juste-à-temps ? Une économie post-industrielle, essentiellement productrice de services, où télématique et informatique jouent un rôle déterminant, n'aboutit-elle pas à un travail éclaté ? Quel sens ce travail peut-il avoir pour une main-d'oeuvre sur-scolarisée ? Ce travail éclaté peut-il constituer la source unique d'identité sociale ?

MOURET B; DENIEUIL P N
CEP Centres sociaux et foyers jeunes travailleurs, rapport final : volume 1, Introduction générale; volume 2, les professions du secteur, description, évolution, difficultés; volume 3, formation, GRH, préconisations.
Paris: NAXOS, 1995, 149 p. + 133 p. + 92 p.
Availability: NAXOS, 16 rue Larrey, F-75005 Paris, Tél; 01 43 31 20 03
FR

Ces trois volumes livrent les principaux résultats des travaux menés dans le cadre du Contrat d'études prévisionnelles (CEP)en matière d'emploi et de formation signé en 1993 entre l'Etat et la profession représentée par trois organismes. La première partie présente les données de cadrage historiques et actuelles, elle permet de dégager les pricipales lignes d'évolution du secteur. La deuxième partie présente les différentes fonctions et professions du secteur, en termes de description et d'évolution. La troisième partie présente des préconisations en matière de formation pour chacune des fonctions, celles-ci ayant trait à l'organisation et à la gestion du secteur, ainsi qu'à la gestion des ressources humaines.

NADEL H
Les previsions d'emploi en Allemagne et au Royaume-Uni.
Futuribles (Paris) 180, 1993, p. 47-63
ISSN: 0337-307X

FR

Cette analyse présente les plus recentes previsions a long terme d'emploi et de qualification etablies pour l'Allemagne et le Royaume-Uni, certaines tendances lourdes ressortent, telles que reduction du rythme de creations d'emplois, developpement de l'emploi precaire, augmentation du nombre d'emplois exigeant un niveau de formation plus eleve.

Nordic Council of Ministers
The golden riches in the grass: lifelong learning for all.
Copenhagen, 1995, 120 p.
(Nord:1995, 27)
ISSN: 0903-7004
ISBN: 92-912-715-2
EN

This is the final report submitted by a Nordic think-tank on future qualification requirements. A capacity for learning to learn is today the most essential prior requirement for economic growth and personal development. The information society and the new surge of global integration impose heavy demands in terms of new and updated knowledge - life-long learning for all. In facing this challenge, rich rewards can be gained by basing the approach on adult education, and on the Nordic tradition of democratic, participant-steered learning processes. But the tradition must be developed and renewed, if we are to achieve our goals. The future offers tantalising opportunities, but it also poses the risk of social and ecological mayhem. Life-long learning must achieve a fusion of vision and insight, knowledge in specific subjects and wisdom, understanding and sensitivity, a capacity for action and self-confidence, progress and caring.

NORTHCOTT J
Britain in 2010.
London: Policy Studies Institute, 1991, 364 p.
ISBN: 0-85374-492-0, hb; ISBN: 0-85374-493-9, pbk
Availability: PSI Distributor's, BEBC Ltd, 9 Albion Close, Parkstone, UK - Bournemouth BH12 3LL
EN

How will Britain develop in the next 20 years? No-one can be sure but the best possible assessment of the prospects is needed for making rational long-term decisions in business, government and private life. This book assembles evidence from a wide range of sources and weighs it up with objectivity and authority. It also summarises the prospects for the third world and industrialised countries, such as, USA, Japan, Soviet Union and Western European countries.

Office national d'information sur les enseignements et les professions, ONISEP
Les métiers de l'agriculture.
Les Cahiers de l'ONISEP (Marne-La-Vallée) 7, 1996, 88 p.
ISSN: 0767-4503
FR

L'agriculture n'est plus ce qu'elle était. Elle évolue pour coller aux réalités d'aujourd'hui. Ainsi, les emplois en agriculture sont de plus en plus qualifiés et réclament de plus en plus de polyvalence. Ce document fait le point sur les métiers et les diplômes concernant la production agricole - exploitation agricole, productions végétales, animales, aquacoles -, l'agro-alimentaire, l'environnement -

aménagement paysager -, le commerce et les services, l'agroéquipement, la pêche. Témoignages et adresses utiles.

Organisation for Economic Co-operation and Development, OECD
The OECD jobs study : evidence and explanations. Part I: labour market trends and underlying forces of change Part II: the adjustment potential of the labour market.
L'étude de l'OCDE sur l'emploi: données et explications.
Paris, 1994, 170 p. (part I), 299 p. (part II)
ISBN: 92-64-14241-X, [en]
Availability: OECD, 2 rue André Pascal, F-75775 Paris Cedex
EN FR

This book follows an initial overview report, "The OECD Jobs Study: Facts, Analysis, Strategies", which sets out the facts that depict today's unemployment, analyses the fundamental factors that produced it and recommends strategies to foster job creation and prepare people for the new jobs. This companion report provides the detailed empirical and analytical underpinning to that overview. It looks at labour markets and analyses how unemployment has been affected by factors such as macroeconomic management, competition from low-wage countries, faster technological change and slow adjustment to new jobs and skills. The "OECD Jobs Study: Evidence and Explanations" [volume I] pursues the finding that much unemployment is the unfortunate result of societies' failure to adapt to a world of rapid change and intensified global competition. Rules and regulations, practices and policies, and institutions designed for an earlier era have resulted in labour markets that are too inflexible for today's world.

Organisation for Economic Co-Operation and Development, OECD
The labour market in the Netherlands.
Le marche du travail aux Pays-Bas.
Paris, 1993, 120 p.
ISBN: 92-64-13855-2
Availability: OECD, 2, rue Andre-Pascal,F-75775 Paris
EN FR

Recently, the Netherlands had considerablesuccess in reducing unemployment, but growth in the number of older workers on disability benefits has continued, necessitating some controversial counter measures. As employers' associations, unions, and municipalities directly run certain labor market institutions, concensus among different interests is essential. In a radical reform which aims to engage the active co-operation of all the actors at local level, the public employment service has recently been regionally decentralised and put under tripartite control. This report reviews these and other issues of history, structure and policy in the Dutch labour market.

Organisation for Economic Co-operation and Development, OECD
Employment outlook. Perspectives de l'emploi.
Paris, 1996, 212 p.
ISBN: 92-64-14900-7, en
EN FR

The OECD Employment Outlook provides an annual assessment of labour market developments and prospects in Member countries. Each issue contains an overall analysis of the latest labour market trends and short-term forecasts, and examines key labour market developments. Reference statistics are included, giving basic data on OECD labour markets. This 1996 edition considers that output growth in

a number of OECD economies has been disappointingly weak. While countries vary considerabley, employment in the OECD area as a whole grew just 1 per cent in 1995.

Organisation for Economic and Development, OECD
Nouvelles orientations des politiques du marché du travail: une démarche territoriale dans les pays nordiques.
New directions in labour market policy: a territorial approach in the Nordic countries.
Innovation & Emploi (Paris) 16, 1994, 12 p.
Availability: OECD, Programme Leed, Paul Paradis, 2, rue André Pascal, F-75775 Paris Cedex 16

Le modèle nordique symbolise une stratégie active des pouvoirs publics destinée à faire progresser l'emploi et à éviter le chômage et la pauvreté. A mesure que les sociétés évoluent, le contenu et la signification du modèle "nordique", changent. Ce numéro analyse certaines des principales modifications apportées aux politiques nordiques des marchés du travail et leurs liens avec le développement territorial local et régional. Il met en lumière le développement de partenariats entre différents acteurs des secteurs public et privé. Le mot clé "mesure active" reflète encore un objectif essentiel des pouvoirs publics, mais a pris une dimension nouvelle à mesure que les enjeux ont changé. Ce que l'on recherche, c'est un modèle de participation nouveau et plus direct qui laisse une plus grande responsabilité à l'individu. Cette réorientation suppose également l'adaptation des services assurés au niveau local qui devraient faire une large place aux contrats et aux conseils et servir de catalyseur au développement.

PUETZ H
Veraenderte Ausbildungslandschaften: welche Zukunft hat das duale System?.
Bundesinstitut fuer Berufsbildung, BIBB
Berufsbildung in Wissenschaft und Praxis (Bielefeld) 1, 1996, p. 3-8
ISSN: 0341-4515
DE

Die Zukunft des deutschen dualen Systems derberuflichen Bildung in Betrieben und beruflichen Schulen ist ebenso wie die berufliche Weiterbildung vor stark veraenderen Ausbildungslandschaften zu beobachten. Erhebliche Trendveraenderungen bestimmen die Qualifikationssysteme. In dem Beitrag werden die konkreten Herausforderungen an das deutsche Berufsbildungssystem eroertert, die Ursachen der Veraenderungen untersucht und Vorschlaege zur Staerkung des Berufs- und Weiterbildungssystems gemacht. Die Vorschlaege beziehen sich im wesentlichen auf die Organisation der betrieblichen Berufsausbildung, die Finanzierung der betrieblichen Ausbildung, die Entwicklung neuer Berufsbilder und die Foerderung der Gleichwertigkeit der beruflichen Bildung mit der Allgemeinbildung.

The future of the German dual system of initial vocational training and also of Germany's continuing training system is having to be reassessed in the light of a rapidly changing training "landscape". Major trend reorientations are having a profound impact on qualification systems. The article discusses thechallenges facing the German vocational training system, investigates the origins of change processes, and advances proposals to strengthen the initial and continuing training system. The proposals mainly concern the organization of the in-company component of traineeships, the funding of in-company training, the development of new occupational profiles and promoting equal status for general education and vocational education and training.

RAJAN A
1990s : where the new jobs will be.
Centre for Research in Employment andTechnology in Europe, CREATE

Kent, 1993, unpaged
Availability: Centre for Research in Employment and Technology in Europe (CREATE), 2 Holly Hill, Vauxhall Lane, Southborough, Tunbridge Wells, Kent, TN4 0XD, United Kingdom
EN

Growing international competition, development of new technology and increasing customer sophistication have led employers to re-examine and re-shape their organisational structures. As the market environment becomes more competitive and product cycles shorter, the skills of the workforce will be vital. What are the skills required by employers and where are the main areas of job growth? The Institute of Careers Guidance and the Centre for Research in Employment and Technology in Europe [CREATE] have produced a report highlighting the key changes likely to occur in the workplace and the nature and scale of new jobs that are likely to be created in the UK in the 1990s.

RAJAN A; PEARSON R
UK occupation and employment trends to 1990 : an employer-based study of the trends and their underlying causes.
Institute of Manpower Studies, IMS
London: Butterworths, 1986, 249 p.
ISBN: 0-408-02980-3
EN

"How are the UK's employment prospects changing over the period to 1990? How will the balance of occupations and jobs change? This book is based on a unique study of employment and occupational trends. Drawing on a survey of over 3000 companies, followed by detailed interviews with senior management in a cross-section of over 400 companies - large and small, in both the private and public sectors - and extensive research and analysis, it shows not only what is expected to happen to employment, but also identifies the underlying causes in the form of technological, organizational, economic and social change. Special attention is given to employment prospects in new and small firms. Separate chapters detail the patterns in the primary industries, in manufacturing, in services and in the small firm sector. Concluding chapters draw together the national trends on employment patterns, occupational and skill needs of employers. The book provides a unique database and assessment of trends.

RAWLINSON S; FROST D; WALSH K
The FE/HE Interface : a UK Perspective.
Brighton: Institute for Employment Studies, 1996, 72 p.
(Report, 316)
ISBN: 1-85184-242-X
Availability: Institute for Employment Studies, University of Sussex, Mantell Buildings, Falmer, Brighton, BN1 9RF
EN

Universities and FE colleges both offer higher education qualifications, many of them in partnership, but the extent and nature of the overlap and interaction (the FE/HE interface) is not clear. This report assesses the scale of the interface from data available in the UK, and classifies the types of interaction between universities and FE colleges. It highlights the benefits and concerns to those involved, and likely future trends.

REMES P; TOSSE S; FALKENKRONE P; BERGSTEDT B
Social change and adult education research : Adult education research in Nordic countries 1996.

University of Jyväskylä
Jyväskylä: Universityof Jyväskylä, Institute for Educational Research, 1997, 226 p.
ISBN: 951-34-0989-9
Availability: Institute for Educational Research, University of Jyväskylä, POB 35, 40351 Jyväskylä, Finland
EN

The Nordic Yearbook comes out at a time marked with radical change. Characteristic of radical change is the emergence of new and the disappearance of old jobs, and as a response to this process a debate on future directions of change. The Yearbook contributes to this debate by presenting a number of fresh studies conducted in the Nordic countries, a region with a rich tradition of adult education. Reflecting the major trends in research over the last two years, the current yearbook discusses four broad subject areas in its 13 papers. The contributions do not necessarily give a full picture of the research carried out in the Nordic countries, but hopefully the four sections on 1) Questions of competence, 2) Evaluating quality, 3) Professional cultures, and 4) Learning and trends in adult education will provide the reader with a general idea both of the points and issues that today interest Nordic researchers and of how they approach these problems.

Researchcentrum voor Onderwijs en Arbeidsmarkt, ROA
De arbeidsmarkt naar opleiding en beroep tot 2002 : statistische bijlage.
Maastricht: ROA, Rijksuniversiteit Limburg, Fac. der Econ. Wetenschappen, 1997, IV, 194 p.
(ROA-R-1997, 7B)
ISBN: 90-5321-212-4
NL

The main purpose of this statistical appendix is to provide a comprehensive overview of the labour market information that forms the basis for the report entitled 'The Labour Market According to Education and Occupation to 2002' (ROA-R-1997/7) compiled by the Research Centre for Education and the Labour Market [ROA]. Diagrams and tables providing information on the current labour market situation, risk indicators and labour market prognoses are presented for 127 occupational groups, 104 types of education and 35 business sectors.

Researchcentrum voor Onderwijs en Arbeidsmarkt, ROA
De arbeidsmarkt naar opleiding en beroep tot 2002.
Maastricht: ROA, Rijksuniversiteit Limburg, Fac. der Econ. Wetenschappen, 1997, XV, 100 p.
(ROA-R, 7)
ISBN: 90-5321-213-2
Availability: ROA, Postbus 616, 6200 MD, Maastricht, 043-3883647, fax 043-3210999, e-mail secretary@roa.unimaas.nl
NL

This report on recent developments on the labour market presented according to education and occupation outlines the most conspicuous developments for the years 1997-2002. The current coordination problems between education and the labour market, the sensitivity of employment to market fluctuations in relation to alternative options on the employment market, prospects for newcomers on the labour market and the likelihood of problems in the supply of personnel. The significance of the expected labour market developments for modifications in both the long and the short term, and the possibilities for policy are also discussed. Finally, the report deals with problems in the supply of personnel, employment prospects at the bottom of the labour market, employment prospects for members of ethnic minorities, training programmes with a high influx and poor employment prospects, changes in the type of education on offer and its macro-efficiency and training policy with respect to the supply side of the labour market.

RETUERTO E
La formación profesional continua en Europa: algunas pistas de desarrollo que pueden converger.
Herramientas Revista de Formación para el Empleo (Madrid) 43, 1996, p. 26-31
Availability: Fondo Formación, Plaza de la Ciudad de Viena 7, E-28040 Madrid, Fax: 341+5350017
ES

After commenting on the failure of initial training to provide all of the occupational qualifications demanded by the labour market, the importance of continuing vocational training to complement initial training is highlighted, as is verified by an analysis of the three important European educational models (i.e. German, English and French) and it indicates some trends in this area which were put into practice in these three countries and which are extending to the rest of Europe, such as: "non-formal training", "team work", the design of systems to evaluate occupational skill, etc.

RICHARDS P; AMJAD R
New approaches to manpower planning and analysis.
International Labour Office, ILO
Geneva, 1994, 138 p.
ISBN: 92-2-109183-X
EN

Throughout the developing world, manpower planning is increasingly influenced by the imperatives of structural adjustment programmes. Market liberalization, decentralization and a reduced role of the State mean that more monitoring and analysis are required to spot bottlenecks and distortions in the functioning of the labour market, and that forecasting manpower needs should have lower priority. In economies in transition, too, ongoing analysisof manpower issues is becoming all the more relevant in the context of a shift towards market-oriented policies. This study is the outcome of a workshop on newapproaches to manpower planning and analysis. Selected papers reexamine their role and relevance in the developing countries of Africa and Asia [with chapters devoted to Botswana and Malaysia] and explore the information needs of countriesin transition, taking the examples of China and Hungary. Topics covered include methodology, the role of government and the types of labour market analysis needed. A possible research agenda is set, and the book concludes with a summary ofthe proceedings of the workshop.

ROSS E; KERN F; SKIBA R
Facharbeiter und Fremdsprachen : Fremdsprachenbedarf und Fremsprachennutzung in technischen Arbeitsfeldern. Eine qualitative Untersuchung.
Bundesinstitut für Berufsbildung, BIBB
Bielefeld: Bertelsmann, 1996, 93 p.
ISBN: 3-7639-0803-X
DE

Diese empirische Untersuchung erforschte den Bedarf und Nutzen von Fremdsprachenkenntnissen in acht Betrieben unterschiedlicher Branchen. Sie ist nicht repraesentativ, sondern hat exemplarischen Charakter. Die Probanden waren Auszubildende, Fachkraefte, Ausbilder und Vorgesetzte in technischen Bereichen. Eszeigte sich, dass der Fremdsprachenbedarf nicht so gross ist wie angenommen aber je nach Beruf, Branche, Region, Firma unterschiedlich ist. Hoeher als die arbeitsmarktorientierten sind die bildungs- und kulturpolitischen Argumente fuer Fremdsprachenkenntnisse zu bewerten. An Berufsschulen und in Betrieben ist das Fremdsprachenangebot derzeit defizitaer.

This empirical study investigates the need and relevance of foreign-language skills in eight enterprises in different industries. The study is not representative, but provides exemplary cases. The subjects of the study were trainees, skilled personnel, trainers and supervisors intechnical areas. The results show that the need for foreign-language skills is not as great as anticipated and varies according to occupation, industry, enterprise and region. Education and cultural policy arguments for foreign-language skills weigh more heavily than employment considerations. Foreign-language training in vocational schools and enterprises is inadequate.

SAND C; NEUMANN K-H
Berufsausbildung in Archiven, Bibliotheken, Informations- und Dokumentationsstellen sowie Bildagenturen (ABD-Bereich).
Bundesinstitut für Berufsbildung, BIBB
Bielefeld: Bertelsmann, 1997, 145 p. + bibl.
(Materialien zur beruflichen Bildung, 98)
ISBN: 3-7639-0820-X
DE

The training supplied in archives, libraries, documentation and information institutions and image and film libraries currently rests on different legal bases. Focusing on typical jobs and well-defined task profiles, the volume addresses with regard to future trends the principle objectives and activities of mid-level information personnel. The authors draw conclusions for future vocational concepts. One section deals with the peculiarities of training in the area of medical documentation.

Die Ausbildung in Archiven, Bibliotheken, Dokumentations- und Informationseinrichtungen sowie Bildstellen basiert derzeit auf unterschiedlichen rechtlichen Grundlagen. Der Band untersucht die Hauptaufgaben und -tätigkeiten der Angestellten mittlerer Ebene anhand typischer Arbeitsplätze und konkreter Aufgabenprofile unter Berücksichtigung zukünftiger Trends. Es werden Schlußfolgerungen für zukünftige Berufskonzepte abgeleitet. Ein Abschnitt befaßt sich mit Besonderheiten der Ausbildung in der medizinischen Dokumentation.

SAVEREUX S; ANGER M; TARDIVAUD J-L (et autres)
Les observatoires paritaires des métiers.
Cahiers de l'ANACT (Lyon) 11, 1996, 70 p.
Availability: ANACT, 40 quai Fulchiron F-69321 Lyon cedex 05
FR

Au sein des branches professionnelles ou des grandes entreprises, des partenaires sociaux se lancent dans l'aventure d'une observation paritaire de l'évolution des métiers. ils créent des structures légères qui ont pour vocation de produire des données et des analyses spécifiques, destinées aux acteurs économiques et sociaux du secteur. Au-delà d'une fonction d'études, ces observatoires constituent bien souvent un lieu de dialogue social particulier sur les questions du travail, de l'emploi et de la formation. Ce cahier présente un état des lieux avec une analyse transversale d'une quinzaine d'observatoires et la présentation de deux cas, l'Observatoire de l'évolution de l'emploi et des compétences du régime général de la Sécurité sociale et l'Observatoire des métiers de Renault. Il s'interroge sur les partenariats conclus, les démarches et les outils, les écueils méthodologiques, les modes privilégiés d'association des partenaires sociaux. La seconde partie du document présente des contributions de consultants.

SCHÄFER K (comp.)
Fitnesskur 2000 : die Berufsausbildung im Umbruch : Ergebnisse einer bundesweiten Unternehmensumfrage.

Institut der deutschen Wirtschaft, IW
Köln: Dt. Inst.-Verl., 1997, 30 p.
Availability: IW, Gustav-Heinemann-Ufer 84-88, D-50968 Köln
DE

Das Institut der deutschen Wirtschaft befragte Anfang 1997 bundesweit mehr als 1000 Unternehmen nach der aktuellen Ausbildungssituation und einem möglichen Bedarf an neuen Berufen. Bei allen Unterschieden in der Beurteilung der Lehrstellenproblematik sprechen sich die Betriebe übereinstimmend für eine ständige Anpassung der Berufsausbildung an die aktuellen Anforderungen der Berufspraxis aus. Das Ausbildungsplatzangebot muß in Zukunft verbreitert und erkennbaren Entwicklungen vorausschauend angepaßt werden.

In early 1997 the "Institut der deutschen Wirtschaft" (Institute of German Business) surveyed more than 1000 businesses nation-wide on the current training situation and the possible need for new, non-traditional occupations. Despite differences in the perception of the training supply problem, businesses agreed on the need for continously updating vocational training to meet current job-skills requirements. In the future the training supply must be more comprehensively upgraded and must anticipate emerging developments.

SELLIN B
Supplement to the "Compendium of occupational profiles at the skilled blue- and white-collar worker level" : situations and trends: supply and demand for skilled workers.
Beiheft zum "Kompendium der Berufsprofile auf der Facharbeiter- und Fachangestelltenstufe" : Situation und Trends: Angebot und Nachfrage von Fachkräften.
Annexe au "Manuel des profils professionnels européens au niveau des ouvriers et employées qualifiés : situation et tendances: offre et demande de travailleurs qualifiés.
European Centre for the Development of Vocational Training, CEDEFOP
Berlin: CEDEFOP, 1993, 68 p.
(Panorama, 22)
Availability: CEDEFOP, P.O. Box 27 - Finikas, GR-55102 Thessaloniki
EN FR DE ES DA EL IT NL PT ES DA EL IT NL PT

A criticism frequently waged at the findings of the comparability procedure is that it is a static description of the present state which largely ignores new trends and developments. This document attempts to close this gap on the basis of an evaluation of the dicussions in the various expert groups in CEDEFOP; on the basis of preparatory and parallel surveys conducted by CEDEFOP and the Commission on challenges and trends in the supply of and demand for skilled workers; on the basis of the evaluation of the author who from the outset coordinated closely this work in CEDEFOP with the competent Commission services and the liaison officers in the Member States. The sectors examined are Agriculture, food, hotel and catering, tourism, transport, textile and clothing, leather, wood, construction, civil engineering, iron and steel, metalworking, electrical engineering and electronics, automobile repair, chemicals, print and the media, office and administration, and trade.
Note: The Compendium itself exists in electronic format in form of indexes of occupations and sectors which facilitate the access to the adequate volume of the Official Journal.

SEXTON J J; CANNY A; HUGHES G
Changing profiles in occupations and educational attainment.
Training and Employment Authority, FAS; Economic and Social Research Institute, ESRI
Dublin: FAS, 1996, xv, 51 p. + appendices; bibl.
(FAS/ESRI Manpower Forecasting Studies, 5)
ISBN: 0-7070-0169-2
EN

This report is the fifth in the joint FAS/ESRI publication series concerned with analysing and forecasting occupational change in the Irish labour market. It looks at the pattern of occupational change in the Irish labour force over the period since the early 1980s, analyses unemployment rates for different occupational groups and, in particular, examines the changing educational profile of occupational groups. The number of managers, professional and technical workers and persons in service related occupations increased strongly over the period 1981-1994. Skilled and semi-skilled workers either remained constant or recorded a slight decrease while unskilled manual and agricultural workers declined substantially. These trends in occupational employment are expected to continue in the future. Female employment rose significantly, particularly in the managerial category, while the number of males at work actually declined. The unemployed tended to be concentrated in manual occupations, especially those requiring fewer skills and qualifications. The report also confirms the relatively low level of education in the Irish workforce compared with other EU countries.

SEXTON J J; O'CONNELL P
Labour market studies Ireland.
European Commission - DG V; Economic and Social Research Institute, ESRI
Luxembourg: EUR-OP, 1996, 193 p. ; bibl.
(Series no., 1)
ISBN: 92-827-8748-6
Availability: Government Publications, Sun Alliance House, Molesworth Street, IRL-Dublin 2
EN

This comprehensive review of the Irish labour market examines labour force trends, employment trends, unemployment, labour market measures and education and training. The report notes both qualification and skill deficiencies between Ireland and competitor countries and that current levels of countinuing training are unlikely to rectify these deficiencies. It notes also there is insufficient commitment to management development in Irish enterprises. It calls for further reform in apprenticeship training and points to the decline in numbers participating in the official apprenticeship system, despite the expansion of employment in technical areas of manufacturing and construction. The report recommends the expansion of the senior cycle second level and post Leaving Certificate Vocational Preparation and Training programme for those intending to enter the labour force directly.

SIGURDARDOTTIR G (ed.)
Framtíiarsÿn Ríkisstjórnar Ñslands um Upplÿsingasamfélagiî.
[The Icelandic Government's Future Vision with regard to Information Society].
Reykjavík: Ríkisstjórn Ñslands, 1996, 32 p.
ISBN: 9979-871-11-3
Availability: Government of Iceland, Laekjartorg, 150 Reykjavik, Iceland
IS

A summary of the government's policy as regards the information society

SIGURDARDOTTIR G (ed.)
Ñslenska upplÿsingasamfélagiî - álitsgerî starfshópa.
[The Icelandic Information Society - results of working groups].
Reykjavík: Ríkisstjórn Ñslands, 1996, 48 p.
ISBN: 9979-871-12-1
Availability: The Government of Iceland, Laekjartorg, 150 Reykjavik, Iceland
IS

The Icelandic government formed several working groups to try to make a forecast as to the importance of information technology in the near future. The booklet is a summary of the groups' results.

Skills and Enterprise Network; Department for Education and employment, DfEE
Labour market and skill trends 1997/1998.
Sheffield: DfEE, 1997, 91 p.
Availability: Skills and Enterprise Network, PO Box 12, West PDO, Leen Gate, Lenton, Nottingham, NG7 2GB
EN

This report identifies some of the key labour market and skills issues likely to impact on the UK workforce. It sets out the national context for the development of education and training and how it matches up to the changing labour market and increased skill needs.
Note: A 12 page summary is available.

STATCOM;
The independant film and television production sector in Ireland : training needs to 2000.
Training and Employment Authority, FAS
Dublin, 1995, 105 p. + annexes ; bibl.
ISBN: 0-947776-30-3
EN

Employment growth of 8 per cent in the independant film industry in Ireland is expected in the years up to 2000 according to this report. Work in the industry is project based and is seasonal and unpredictable. The report looks at 9 occupational areas including producers, directors, and technical and design personnel and examines the existing educational and training provision. The authors recommend that a national co-ordinated training strategy should be developed, that it should have a vocational remit - third level training at present is broad-based and theoretical - and be implemented as soon as possible. They advocate stronger emphasis on business and personal skills. Existing providers should, as a matter of urgency, restructure theirexisting provision to reflect the labour market and needs of the industry.

Statistiska Centralbyrån, SCB
Yrkesprognos'96.
[Occupational forecast '96 : The demand for labour in different occupations in the years 2000 and 2010].
Stockholm: SCB, 1996, 79 p.
(Information om utbildning och arbetsmarknad, 96(1))
ISSN: 1400-3996
ISBN: 91-618-0836-9
Availability: Statistiska Centralbyrån, Avdelningen för arbets- och utbildningsstatistik, S-115 81 Stockholm
SV

This publication will give statistical information and prognisis for labour demand in different occupations in the years 2000 and 2010. As basis for the prognosis is an analysis of the occupational structure during the period 1975-1995. The level of educational qualification and the trends for men and women are also analysed.

STEEDMAN H
Recent trends in engineering and construction skill formation - UK and Germany compared.
London: London School of Economics and Political Science, 1997, unpaged
ISBN: 0-8532-8566-7
EN

This paper compares craft qualifications in the construction and engineering sectors in Britain and Germany. Assessing the quality of NVQs and the German construction apprenticeship, the paper concludes that Britain lags well behind Germany in the production of intermediate level engineering skills and in craft qualifications in the building trades.

Syndicat national de l'industrie pharmaceutique, SNIP; Ministere du travail, de l'emploi et de la formation professionnelle
L'industrie pharmaceutique.
Paris: La documentation française, 1992, 346 p.
ISBN: 2-11-002810-6
FR

Ce rapport final presente les resultats du contrat d'etudes previsionnelles de l'Industrie Pharmaceutique conclu entre la Delegation a la formation professionnelle et le Syndicat national de l'Industrie pharmaceutique. Cet ouvrage presente les resultats des analyses strategiques et des projections quantitatives, l'analyse des emplois et des qualifications, l'analyse de l'offre de formation initiale et continue. La derniere particexpose les conclusions et les recommandations preparees par les consultants en charge du dossier.

SÃO PEDRO E; SEQUEIRA M
Um olhar sobre a educação.
[Un regard sur l'éducation].
Ministério da Educação, Departamento de Programação e Gestão Financeira
Lisbon: Ministério da Educação, 1997, 83 p.
ISBN: 972-614-289-9
Availability: Ministério da Educação, Avª 5 de Outubro 107, P-1050 Lisboa
PT

Ce document prétend être un instrument de réflexion, en faisant usage d'indicateurs statistiques, sur l'offre d'education, en fonction des contextes démographique et socio-économique où cette dernière a lieu, ainsi que des ressources physiques, humaines et financières mises à sa disposition. Les résultats de l'offre d'éducation sont analysés en fonction du contexte éducatif et de la qualification professionnelle de la population active.

SÁ-CHAVES I et al
Percursos de formação e desenvolvimento profissional.
[Trends of vocational training and development].
Lisbon: Porto Editora, 1997, Porto Editora, 160 p.
(Colecção Cidine, 3)
ISBN: 972-0-34723-6
Availability: Porto Editora, Rua da Restauração 365, P-Oporto
PT

Though basically centered on vocational training, this monograph approaches other aspects directly or indirectly related to vocational training, such as: references to studies about the role of the educator in the vocational training of nursery/pre-school children level, the transition process between being a student and becoming a teacher; the capacity of teachers self training in continuos training and the relationship between personal autonomy, competence and professional performance. This document also assembles texts about adults training and texts connected with the personal aspects of the acquisition of scientific and pedagogical knowledge by teachers and educators. The monograph ends with a psychoanalitc study, discussing the presence of inconscious in the training relationship and its implications concerning power and ethics in the contexts of teachers training.

TESSARING M
Training for a changing society : a report on current vocational education and training research in Europe.
European Centre for the Development of Vocational Training, CEDEFOP
Luxembourg: EUR-OP, 1998, 197 p.
ISBN: 92-828-3488-3, en
Availability: EUR-OP, L-2985 Luxembourg, or from its national sales offices
EN

This report seeks to make a contribution towards improving transparency in VET (vocational education and training) research matters in Europe, pooling the findings of different research disciplines, and at the same time properly positioning other fields of social action in terms of their relation to initial and continuing vocational training. It is divided into 7 parts. Part 1 deals with the statutory, institutional and political background to VET, the steering of VET systems and the funding arrangements in Europe. Part 2 presents research work related to the socio-economic frame of VET. Part 3 deals with the training process and the various problems and groups of persons involved. Part 4 is devoted to the content of VET and the process of learning and training. Part 5 looks at the transnational aspects of comparison, mobility and recognition of skills. General conclusions are presented in part 6 and finally the annex gives information on VET research institutions, select networks for research co-operation, EU programmes related to VET, and international classifications.

THELOT C
Scenarios de developpement du systeme educatif 1991-2000.
Direction de l'evaluation et de la prospective, DEP
Education et formations (Vanves) numero special, 1992, p. 3-68
ISSN: 0294-0868
FR

Scenarios quantitatifs a moyen-long terme concernant le premier et le second degre d'enseignement ainsi que le superieur.

THIERRY D; PERRIEN C
Partenaires pour les emplois et les formations de demain : actes du colloque des 13 et 14 juin 1994.
Délégation à la formation professionnelle, DFP
Paris: DFP Ile-de-France, 1995, 23 p
Availability: DRFP Ile-de-France, 66 rue de la Mouzaia, F-75935 Paris cedex 19
FR

Ce document propose une synthèse des débats pour chacun des quatre grands thèmes abordés au cours de ce colloque : l'impact des démarches prospectives de branches sur le développement de la formation des salariés, les engagements de développement de la formation, l'articulation des actions au niveau des

branches et des actions au niveau territorial, les enjeux d'une réflexion et d'une action européennes pour le développement de la formation.

THIERRY D; SAURET C
La gestion previsionnelle et preventive des emplois et des competences : nouvelle edition revue et augmentee.
Paris: Harmattan, 1993, 186 p.
ISBN: 2-7384-1799-X
FR

Guide technique a l'usage des praticiens qui ocuvrent pour la modernisation des entreprises par le biais de l'optimisation des ressources humaines, cet ouvrage capitalise la somme d'experiences accumulees par l'association Developpement et emploi endeux parties : enjeux, concepts et methodes, puis une analyse de la GPPEC au sein du processus de changement.

Training and Employment Authority, FAS
GAIRM - careers information database.
Dublin: FAS, 1998, 2nd ed., 4 diskettes
Availability: FAS, National Occupation and Career Guidance Service, 27-33 Upper Baggot St., IRL-Dublin 4
EN

Over 300 careers are represented in this database. In addition it provides the following:- information on the European Network of National Resource Centres for Guidance, on training and employment opportunities in Ireland, details of FAS services, of occupational trends to 1998, information on EURES and information for non-nationals who might wish to work or study in Ireland.
URL: http://(http://www.fas.ie)/

Training and Employment Authority, FAS
Labour market data update papers.
Dublin: FAS,
Availability: FAS-Training and Employment Authority, 27-33 Upper Baggot Street, IRL-Dublin 4.
EN

This series includes the following publications: The pattern of recent employment growth (1/96). Update on migration (2/96). Summary review of labour market trends in 1996 (3/96). Regional trends in the Irish labour market in the late 1980s and early 1990s (1/97). Young people in the labour market (2/97). Recent data on long-term unemployment (3/97). Summary review of labour market trends in 1997 (4/97). Female participation on Community Employment (2/98). The Irish labour market in the EU context (3/98).

Undervisningsministeriet
Uddannelse og erhvervsliv : handlingsprogram for national kompetenceudvikling
[Training and the business sector : action programme for national competence development].
Copenhagen: UM, 1998, 73 p.
ISBN: 87-603-1080-4
Availability: Undervisningsministeriets forlag, Frederiksholms Kanal 25 F, DK-1220 Copenhagen K
DA

Knowledge and knowledge production have become essential to the competitiveness of companies and an essential means to securing a prosperous welfare society. At the same time new technologies, new production methods and new organisational forms pose new challenges to knowledge development. Acknowledging this trend, the Danish Ministry of Education has set up an action programme for national competence development. The overall aim of this programme is to improve co-operation between the business sector and the educational sector. It is perceived as important that enterprises and educational institutions exchange ideas and together develop education and training programmes. The publication describes 9 main objectives, which are to be realised through 100 goal-oriented initiatives before the year 2002. These initiatives are to a large extent an operationalisation of the objectives presented in the report "National Competence Development" published by the Ministry of Education.

Uudenmaan koulutustarvetutkimuksen ohjausryhmä
Uudenmaan koulutustarvetutkimus : Pitkäkestoisen ammatillisen koulutuksen kvantitatiivinen tarve Länsi- ja Keski-Uudellamaalla sekä Hyvinkään-Riihimäen talousalueella 1996-2005 ja 1996-2010.
[Research on training needs in the province of Uusimaa : The quantitative need for long-term vocational education in western and central Uusimaa and in the economic area of Hyvinkää-Riihimäki 1996-2005 and 1996-2010].
Uudenmaanliitto, Finland, 1996, 121 p.
FI

The report offers three alternative ways of calculating the need for study places. These alternatives are based on 1) a quick change in the occupational structure of the labour force, 2) loss of labour force (pension etc.), and 3) supply of labour force. In autumn 1996, western Uusimaa had 1,357 secondary-level study places for new students. According to the first alternative, 1,837 (1,941) will be needed in 1993-2005 (1993-2010). Of these 387 (417) will be needed at tertiary level. According to the second alternative, a lot fewer places will be needed, i.e. 953 (1,296) of which 143 (207) will be at tertiary level. If we look at the situation by field of study, the need for more study place will increase in technology if the occupational structure were to change quickly. The need for study places at the lower secondary level will remain the same but will increase at the upper secondary and tertiary levels. According to the loss of labour force scenario, the total need for study places for new students will decrease. The need in the fields of metal work and machinery would seem to grow with either scenario. Declining technological fields will be car and transport technology, surface processing technology, and process and laboratory technology. If the occupational structure changes quickly, the need for upper secondary and tertiary-level study places would increase somewhat, but the need at the lower secondary level will decline heavily. According to the loss of labour force scenario, the decline will be even greater. The need in electrical engineering will increase with a quick change in the occupational structure, but decrease according to the loss of labour force scenario. The need in clothing and wood technology would seem to remain much the same as in 1996. The need for new study places in the field of social services will increase in the quick alternative. More study places for new students will be needed in both health and social services. According to the loss of labour force scenario the need will, however, decrease. In the field of agriculture, the need would seem to increase according to both the quick change and the loss scenario. In forestry, the need would seem to remain the same or decrease. Declining study fields are commercial services and culture. The need for lower secondary-level study places in catering and hotel services, household, commerce and administration would seem to decrease from the 1996 level, whereas upper secondary-level places in commerce and administration would seem to increase. In the field of culture, the need for study places for new students will decrease in handicraft and industrial art.

VALLEMONT S
La gestion prévisionnelle des effectifs, des emplois et des compétences dans les trois fonctions publiques.
Paris: Berger-Levrault, 1996, 221 p.
ISBN: 2-7013-1152-7
FR

La gestion prévisionnelle est un concept relativement nouveau dans la Fonction publique. La gestion des ressources humaines ne se limite plus à la seule administration du personnel. Elle consiste également à anticiper les évolutions, en vued'assurer la meilleure adaptation possible des ressources aux missions de l'administration. Cet ouvrage distingue la gestion prévisionnelle quantitative ou gestion prévisionnelle des effectifs et la gestion prévisionnelle qualitative ou gestion prévisionnelle des emplois et des compétences. Démarches à suivre, méthodes à mettre en oeuvre et instruments à utiliser sont détaillés par l'auteur qui s'attache à la traduction de la gestion prévisionnelle en programme d'action précis et concret, s'appuyant sur les recrutements et la formation continue. Un dernier chapitre est consacré à la déconcentration des recrutements et de la gestiondes personnels. En annexe : dictionnaire des compétences et méthodologie d'évaluation de leurs niveaux; textes officiels.

VAN DER HAUW P A
Sectorinformatie voor scholingsplanning1997 : uitgave 1996.
Rijswijk: Arbeidsvoorziening, 1996, 89 p.
(O&A-werkdocument, 96-06)
Availability: Arbeidsvoorziening Nederland, Sector Beleid en Advies, Postbus 415, 2280 AK Rijswijk
NL

This report contains the employment prospects and job openings to be expected for 1997, specified on the basis of business sectors and occupational groups. In addition to the employment forecast, there is an estimate of the anticipated influx of new employees in the job openings for each sector and for each occupational group. This gives an impression of the annual labour market turnover and consequently of the number of vacancies that can be expected in the different sectors and occupational groups.

VAN DER HAUW P A et al.
Meer personeel gevraagd in het MKB : de werkgelegenheid en de jaarlijkse instroom naar sector en beroep.
Zoetermeer: Economisch Instituut voor het Midden- en Kleinbedrijf EIM, 1997, 40 p.
(EIM Small Business Research and Consultancy)
ISBN: 90-371-0667-6
Availability: EIM, Postbus 7001, 2701 AA Zoetermeer
NL

This publication deals with the composition of the workforce and trends in employment in small and medium-sized enterprises [SMEs]. The report is structured as follows: first a general outline of the changes in occupational structure that occured in the period 1987-1993, next, an overview is given of the occupational structure in SMEs for each sector. The report concludes with an outline of the annual demand for labour bij SMEs according to sector and occupation.

VIRGO P
The gathering storm: 1994 Information Technology Skills Trends Report.
Institute of Data Processing Management, IDPM
Sidcup, 1994, unpaged
Availability: IDPM, IDPM House, Edginton Way, Ruxley Corner, Sidcup, Kent, DA14 5HR, United Kingdom
EN

The role of the department and the structure of employment in the industry have fundamentally changed over the last five years. Employment in programming and operations has halved while that in user support has trebled. Traditionalcareer structures have collapsed and staff are increasingly being forced

to take responsibilty for their own training and careers. The majority of new jobsare in small or decentralised organisations providing no more than "just in time" training for immediate needs. Employers, individuals and training providers face major challenges if the demand for skills is to be met.

WERNER R
Rueckgang der Ausbildungsplaetze betrifft Kernbereich des dualen Systems: eine statistische Analyse.
Bundesinstitut für Berufsbildung, BIBB
Berufsbildung in Wissenschaft und Praxis (Bielefeld) 3, 1996, p. 14-20
ISSN: 0341-4515
DE

Auch in frueheren wirtschaftlich schwierigen Perioden gab es Einschraenkungen beim Ausbildungsplatzangebot, jedoch nicht im Umfang wie im letzten Jahr. Es sind vor allem grosse traditionelle Bereiche des dualen Systems vom Rueckgang der Ausbildungsplaetzebetroffen. Ueberproportional weniger Ausbildungsplaetze gibt es in allen Bereichen fuer junge Frauen. Einen Lichtblick bilden die handwerklichen Bau- und Ausbauberufe und einige wenige Dienstleistungsberufe. Im Jahre 1995 gab es zwar Steigerungen in einer Reihe von Bereichen, jedoch keine Trendwende.

Periods of economic strain have traditionally led to a decline in the number of traineeship places on offer, but never to the extent observed last year. The main sectors affected by this decline are those which have traditionally been the backbone of thedual system. A disproportionately pronounced decline can be observed in traineeship places for young women in all sectors. Some hope is offered by the craft occupations in the structural and finishing trades of the construction industry and also by few occupations in the services sector. The year 1995 brought increases in traineeship numbers in several fields, but these increases were not sufficiently strong to suggest a reversal in the trend.

WILSON R A; BOSWORTH D L
Programme for research and actions on the development of the labour market: new forms and new areas of employment growth - final report for the United Kingdom.
Commission of the European Community
Luxembourg: EUR-OP, 1987, 175 p.
ISBN: 92-825-7198-X
EN

The objectives of this report are to consider the ways in which employment and work patterns are changing in the UK economy and to assess the implications of these trends for government policy. In Chapter 2 the main features of recent developments are described. These include: the changes in the industrial structure of employment in favour of services; the shift in occupational employment shares in favour of white collar professional jobs; the growth in the importance of formal qualifications; the increased participation of females in the formal economy; the growth of part-time work; the increase in self employment; the fall in average hours worked; the increasing importance of shiftworking; the growth of the informal economy; significant changes in the domestic allocation of time; and finally the apparently inexorable rise in unemployment. The reason for these developments and the links between them are outlined. Chapter 3 is concerned with job content. This encompasses not just the changing occupational However even here prospects seem limited without a major investment in infrastructure in telecommunications. The implications for government policy are manifold [Chapter 6]. The most important are concerned with the rise in unemployment and the increasing trends towards a divided dual economy. [extract]

WOGLER-LUDWIG K
Medium term employment forecasts by EU regions and sectors of industry 1991-97.
European Commission - DG V; European Economic Research and Advisory Consortium, ERECO
Luxembourg: EUR-OP, 1995, 766 p.
ISBN: 92-826-9837-3, en
Availability: EUR-OP, L-2985 Luxembourg, or from its national sales offices
EN

This study forms part of the Community approach of anticipating future trends in employment and skills. Its main aims are, on the one hand, to describe as precisely as possible the likely trends in employment in the medium term and, on the other, to help to define and implement measures to accompany industrial changes. This is a medium-term forecast, covering the period 1991-1997, which has made it possible to establish probable employment trends by sector, region, sex and skill level for the 12 Member States of the European Union prior to enlargement. Forecasts have been based on data available as of mid-1993 and assuming no major changes in employment policies.

ZIMMER G
Perspektiven der beruflichen Weiterbildung in Deutschland.
Bundesinstitut für Berufsbildung, BIBB
Berufsbildung in Wissenschaft und Praxis (Bielefeld) 3, 1996, p. 35-40
ISSN: 0341-4515
DE

Der Ausbau der beruflichen Weiterbildung ist an Grenzen gestossen. Ausgehend von veraenderten Arbeits- und Qualifikationsstrukturen werden anhand von fuenf Spannungsverhaeltnissen die Folgen fuer die berufliche Weiterbildung diskutiert. Die skizzierten Spannungsverhaeltnisse zwischen individualisiertem Lernen und kooperativer Selbstqualifikation, selbstorganisiertem Lernen und unterrichtlichem Lernen, aufgabenspezifischen Training und beruflicher Allgemeinbildung, Weiterbildung durch Erfahrung und Fortbildungsberufen sowie offenem Weiterbildungsmarkt und staatlich geregeltem Weiterbildungssystem machen deutlich, dass fuer eine den Anforderungen gerecht werdende Entwicklung der Weiterbildung Kompromisse ausgehandelt werden muessen. Dafuer werden fuenf Leitlinien vorgeschlagen.

Continuing training has run up against limits to its expansion. In the light of changing work and skill structures, five areas of ambiguity are taken as the basis for discussing the consequences of this for continuing training. The five areas - striking a balance between individualized learning and cooperative self-development, between self-organized learning and instruction-based learning, between assignment-specific training and general vocational training, between experience-based continuing training and regulated, post-initial training qualifications, and between an open continuing training market and a state regulated continuing training system - these areas of ambiguity illustrate that compromises will have to be agreed on if continuing training is to develop in accordance with the expectations placed upon it. The article proposes five guidelines in this respect.

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List of abbreviations (Volume I)

BFB	Berufsbildungsforschungsbericht (CEDEFOP)
BIBB	Bundesinstitut für Berufsbildung, Berlin/Bonn/D
CEDEFOP	Europäische Zentrum für die Förderung der Berufsbildung
CEREQ	Forschungs- und Studienzentrum über Qualifikationen, Marseille/F
CINOP	Zentrum Innovation in der Berufsbildung, s'Hertogenbosch/NL
CIREM	Forschungs- und Studienzentrum über Fragen des Mittelmeerraums, Barcelona/ES
Ciretoq	Netzwerk zur Forschungskooperation über Europäische Trends in der Berufs- und Qualifikationsentwicklung
DEL	Dänisches Berufsbildungs- und Lehrerfortbildungszentrum, Kopenhagen/DK
DG (GD)	Generaldirektion der Eur. Kommission
DG XXII	Generaldirektion für Bildung, Berufsbildung und Jugend
DIPF	Deutsches Institut für Internationale Pädagogische Forschung
DTI	Dänisches Technologie-Institut/Kopenhagen/DK
EG	Europäische Gemeinschaften, ersetzt seit der Ratifizierung des Maastricher Vertrags durch EU (s.u.)
ESRI	Wirtschafts- und Sozialwissenschaftliches Forschungsinstitut, Dublin, IE
ETOQ	Europäische Trends in der Berufs- und Qualifikationsentwicklung
KOM (COM)	Dokument der Europäischen Kommission
EU	Europäische Union
Eurostat	Statistisches Amt der EU
HIVA	Forschungsinstitut für Arbeitnehmerfragen (an der Universität Löwen), B
IAB	Institut für Arbeitsmarkt- und Berufsforschung (der Bundesanstalt für Arbeit), Nürnberg/DE
IER	Institut für Berufs- und Arbeitsmarktforschung, Warwick/UK
ISCO	Internationale Standardklassifikation der Berufe des Internationalen Arbeitsamts in Genf
ISCED	Internationale Standardqualifikation der Bildung
ISFOL	Forschungsinstitut für die Berufsbildung der Arbeitnehmer, Rom/I
IT	Informationstechnologien
ITB	Institut Technik und Bildung (der Universität Bremen), Bremen/D

ITE	Forschungsinstitut für Technologische Bildung und Berufsbildung, Athen/GR
ITS	Institut für angewandte Sozialforschung (der Universität Nijmegen), NL
IWI	Industriewissenschaftliches Institut, Wien/AU
KMU	Klein- und Mittelbetriebe (unter 500 Arbeitnehmer/innen)
MBA	Master of Business Administration (diplomierter Betriebswirtschaftswissenschaftler)
PIEKA	Studienzentrum für Berufsbildung und Beschäftigung, Athen/GR
QCA	Behörde für Qualifizierung und Curriculumentwicklung, London/UK
ROA	Forschungszentrum für Bildungs- und Arbeitsmarktfragen, Maastricht/NL
SQA	Schottische Qualifizierungsbehörde, Edinburg/UK
TEC	Beirat für Unternehmen und Berufsbildung
TSER	Sozio-ökonomische Schwerpunktforschung des 4. Rahmenforschungsprogramms der EU, koordiniert durch die DG XII (Generaldirektion für Forschung, Wissenschaft und Technologie)

U.S. Department of Education
Office of Educational Research and Improvement (OERI)
National Library of Education (NLE)
Educational Resources Information Center (ERIC)

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